

# Super Camps @ Truro School Preparatory School

Inspection report for early years provision

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<b>Inspector</b>	Jayne Pascoe
<b>Setting address</b>	Truro School Preparatory School, Highertown, Truro, Cornwall, TR1 3QN
<b>Telephone number</b>	07758 589822 01235 832222
<b>Email</b>	info@supercamps.co.uk
<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Super Camps @ Truro Preparatory School is one of 80 multi-activity play schemes for children aged from four to 16 years, run by Super Camps Limited. It opened in 2006 and operates throughout the summer and Easter holidays. The provision has use of six rooms, within three school buildings, which form part of Truro Preparatory School, in Truro, Cornwall.

The play scheme is registered on the Early Years Register and the voluntary part of the Childcare Register. A maximum of 80 children may attend the play scheme, all of whom may be in the early years age group. Children come from a wide catchment area. There are currently 12 children in the early years age group on roll.

The play scheme is open each weekday from 8am to 5.30pm. Children have access to a large field and wooded area, secure enclosed playground area and swimming pool, for use under adult supervision. The play scheme employs four members of staff. Half of the staff, including the manager, are qualified to degree level and/or hold teaching qualifications. One member of staff has achieved Early Years Professional Status. A number of key staff, such as a senior activities instructor, early years and play instructors and an early years co-ordinator, based at the head office in Abingdon, Oxfordshire, provide additional support as required. The setting also receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They know most children very well and provide sufficient levels of challenge and opportunities for progress in children's learning and development. Overall, staff meet children's individual needs effectively and ensure they benefit from a balanced and varied range of enjoyable activities, both indoors and out. Partnerships with parents are well established and very effective links exist with the school on the site. Systems for self-evaluation successfully identify well-targeted areas for future development. The provision demonstrates a good capacity to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that key practitioners offer extra support to children in new situations, for example to help them separate from parents and interact with others at

the beginning of the session.

## **The effectiveness of leadership and management of the early years provision**

Robust procedures are in place to safeguard children. Staff are well qualified and experienced. They supervise children well at all times and protect them from unvetted persons. The staff team demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Staff carry out effective risk assessments, along with daily visual checks to promote children's safety and security. Children regularly practise the emergency evacuation procedures, in order to develop their confidence and familiarity. Staff promote children's good health effectively through the provision of daily opportunities for fresh air, physical exercise and regular comfort breaks.

Leaders and managers embed ambition, as they consistently communicate high expectations to staff about securing improvement. Staff demonstrate a high level of commitment to ongoing professional development. Self-evaluation successfully drives improvement of the provision and staff have clear and carefully chosen plans. Staff are confident about what the setting needs to do to improve further. For example, they plan to introduce activities such as 'Show and Tell' and 'Circle Time' for children to share experiences and to implement the government initiative 'Change for Life' to increase children's ability to lead healthy lifestyles.

Staff have use of well-maintained and well-resourced school facilities. They organise use of the provision to offer a safe, secure and enabling indoor and outdoor environment. Children of all ages have good opportunities to interact and enjoy each other's company during the day. They also benefit from working in smaller groups for specific activities. Children are confident to initiate play and join in adult-led activities. Staff respect children's individual preferences, interests and abilities. They use informal systems for assessing children's progress to ensure that all children make progress through appropriately challenging play.

Staff promote equality and diversity well. They provide good opportunities for children to develop a positive understanding of people's differences through planned activities. Staff recognise and value the importance of maintaining effective partnerships with parents. They share good levels of information and agree appropriate practice through a variety of methods, such as written policies and procedures, notice boards and contracts and consents. Overall, parents express their satisfaction with the provision and are particularly happy with the wide range of activities available and approachable nature of the manager.

## **The quality and standards of the early years provision and outcomes for children**

Children generally enter the setting very enthusiastically and are welcomed warmly by the manager and deputy. Most settle quickly into enjoyable sport based activities. Overall, children are confident, happy and demonstrate a strong sense of belonging. However, some younger children are a little wary of joining in until they have found a familiar friend. During the busy morning registration time, children do not always receive sufficient levels of support from staff to help them engage with others and separate easily from their parent. This may be because it is the first day of the summer season, the manager is engaged in the daily registration process and some staff are new to the setting. The manager and deputy demonstrate a high level of commitment, enthusiasm and dedication to providing children with a provision that meets their individual needs well overall and provides exciting opportunities to enjoy and achieve. The manager receives feedback from the inspection process very positively and immediately considers appropriate ways in which to improve settling-in procedures.

Children feel safe in the care of a competent staff team who are attentive to their needs and create a safe and secure environment. Staff follow good procedures to maintain children's health and safety at all times. Children start the day together in the sports hall. They are developing good future skills as they make new friends and confidently self-select activities to enjoy together, whilst waiting patiently until all the children have arrived at the setting. The day begins with a welcome session, which includes an 'ice-breaker' game, an introduction of staff and comprehensive health and safety instructions.

Children enjoy the interaction of staff and are confident to engage them in playful discussion. They benefit from both male and female role models and strong and positive relationships have clearly formed during the previous play scheme sessions. Staff have high expectations of behaviour and use age appropriate and positive methods of behaviour management. Children follow their good examples and are well behaved, polite and helpful. They communicate very effectively through facial expression, body language and vocabulary and use visual cues to help them access activities and maintain their health and safety. Children make a positive contribution as they successfully cooperate and negotiate; take turns during team games and problem solve to maintain harmonious play. They are developing a positive respect and awareness of people's differences through informal discussion and adult-led activities. Children are highly imaginative in their play and enjoy daily opportunities for creative art and design.

Staff group children into age appropriate 'crews', in order to use different areas of the school site for sport and creative activities. They have a designated instructor, who works with them during each session. Staff actively promote healthy eating and good hygiene practices. They are vigilant in maintaining children's good health during hot weather, as they encourage children to drink regularly and apply sun cream before playing outdoors. When children say that they are hot, staff bring them back indoors to cool down in the gym. All children come back together to eat, drink and relax in social groups. They benefit from good opportunities to enjoy

fresh air and physical exercise as they run, play and explore the outdoor environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met