

Super Camps @ Whitgift School

Inspection report for early years provision

Unique reference number	EY347563
Inspection date	24/07/2012
Inspector	Rebecca Hurst

Setting address	Whitgift School, Haling Park, SOUTH CROYDON, Surrey, CR2 6YT
Telephone number	01235 832222
Email	info@supercamps.co.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Super Camps @ Whitgift School registered in 2007. It is a multi activity day camp facility and operates from Whitgift School, Purley. The scheme is one of many which are organised by Super Camps Limited. The scheme operates most school holidays and is open Monday to Friday from 8am until 6pm. Facilities used by Super Camps consist of the school's sports halls, classrooms, tennis courts, fields and swimming pool.

The scheme is registered to care for a maximum of 80 children in the early years age group at any one time. Daily attendance numbers vary. At the time of inspection, 21 children aged four and five were in attendance.

Super Camps @ Whitgift School employ sufficient members of staff to maintain ratios. The majority of staff hold appropriate sporting or teaching qualifications. Additional specialist staff are employed as necessary. At the time of inspection, three main staff were working with the early years children and all held level three or above qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled, because the staff at the camp create a safe and secure environment, where children are valued and supported to make the most of their abilities. Staff help the children to feel comfortable whilst they attend the camp. Partnerships with others are generally in place. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. The camp has a good capacity to maintain continuous improvement, because staff seek to improve their knowledge and understanding of children's early years through further education opportunities.

What steps need to be taken to improve provision further?

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

- develop systems to gather information from other settings the children attend.

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of child protection and how to safeguard the children in their care. Detailed risk assessments are in place for the whole of the

camp. Regular fire drills also take place and these are recorded, to show how they went and what can be done in the future to further enhance the safety and well-being of the children. Good procedures are in place to make sure staff are suitable to work with the children. Fire drills are regularly carried out, and at the beginning of each session staff talk with the children about safety and what they should do if they have any concerns.

The staff make excellent use of the facilities and resources that are available to them. Staff are very well deployed to make sure the children are well looked after and cared for. Areas such as the swimming pool are adapted, so the floor rises to enable younger children to touch the bottom while they swim. The rooms are well utilised and children move around according to the activities they are carrying out. This makes sure the rooms are suitable for the activity and the age of the children. The staff adapt activities to meet the children's individual needs. They ascertain the children's home languages and use key words to settle them in. They also allow siblings to stay together, to enable children to feel settled.

The staff work well with the parents. They share daily feedback on how the children have been, and in the mornings they find out how they have been overnight. They find out the children's likes and dislikes when they start. All policies and procedures are available to the parents at the setting and on their website. This allows parents to see these at any time. There are good partnerships in place to allow the sharing of information pertaining to children with special educational needs and/or disabilities. Additional staff are brought in to enable staff to meet their individual needs. Currently, systems are not fully effective to gather information from other settings the children attend. The camp has an effective system in place to evaluate the provision and the activities that are on offer. Staff evaluate throughout the season and adapt each activity daily for the children. At the end, staff send evaluations to the head office for review, to shape the provision for the following year. Parents' and children's views are also used to shape the provision and what is on offer.

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

Children are happy and settled. They arrive in the morning and are greeted by the staff. Daily discussions about safety in the camp enable the children to be fully aware of what they need to do to keep themselves and their peers safe. Warm, positive and trusting relationships enable children to feel safe and secure. Staff are on hand to offer support and guidance to the children, building their self esteem and confidence.

During swimming sessions, staff are very close at hand and offer the children encouragement when participating in the activities. During one session, it is evident that the children's confidence is growing; their initial nervousness subsides and they swim around and play halfway through the session.

Planning that is in place is daily adapted by skilled staff to suit the abilities of the

children that attend. All activities are linked to the six areas of learning and staff work on the children's next steps of development, help them progress with their learning and development. Staff have regular training opportunities through their main jobs and through their work at the camps.

Staff work with the parents for them to provide healthy packed lunches and snacks for the children. Children wash their hands before any meal or snack; this helps to protect them from cross infection and contamination. Staff talk to the children about the effect exercise has on the children's bodies and make sure that the children have regular access to drinks to keep themselves hydrated. Staff move activities into shaded areas when necessary, to protect the children from the sun and the heat.

All children work well together. During the swimming sessions children worked together to tighten each other's goggles and help put them on. Given the children's ages and stages of understanding, they are well behaved. During games, children enjoy counting and working out what letters are in their names. Staff clearly explain rules to the children so that they can fully understand what they need to do. All questions asked by the children are answered well by the staff, so they can understand what is happening. Children enjoy quiet activities and happily sit down to read books and engage in art activities.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met