

Barracudas Activity Camp

Inspection report for early years provision

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Inspection date	26/07/2012
Inspector	Sarer Tarling

Setting address	Bromley High School G D S T, Blackbrook Lane, Bromley, Kent, BR1 2TW
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Type of setting	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

Barracudas Activity Camp is one of 28 provisions run by Young World Leisure Group Ltd. It registered in Bromley High School GDST in 2006. It is situated in a rural, residential setting, not far from Bromley Common. It is within walking distance of Chislehurst station and has good transport and bus links.

The activity camp is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 200 children, aged from four to under eight years at any one time. There are currently 109 children in the early years age range on roll. The activity camp is also open to children over the age of eight and up to the age of 16. The activity camp is open Monday to Friday from 8am to 6pm, during Easter and summer school holidays. Children have access to classrooms, which are used as base rooms. Other facilities available are a sports hall, main hall, indoor swimming pool, arts and crafts rooms. Children also use the extensive outside playing fields and sports courts, which form part of the school.

The activity camp has a day-to-day manager, an early years manager and 25 suitably qualified and experienced staff who work directly with the children. The central office and operations team also have managers who monitor and support the day-to-day manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Barracudas Activity Camp is exceptionally well organised and the leadership and management are outstanding. Staff are enthusiastic, extremely competent and demonstrate an excellent understanding of their roles and responsibilities, and overall, equipment and resources are outstanding. All aspects of children's welfare and care are promoted meticulously. The camp exudes an extremely busy and happy atmosphere where children feel fully included and valued. Children engage in an extensive range of thoroughly enjoyable and challenging activities which promote their learning very successfully in all areas. The setting shows an excellent ability to continually review and expand their exceptional practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- strengthening the range of resources and activities provided in base rooms further to fully engage children's changing interests.

The effectiveness of leadership and management of the early years provision

An experienced, highly motivated and enthusiastic manager leads and manages the activity camp. Robust systems are in place to safeguard children and vigorously implemented to fully promote their welfare. Extensive procedures for recruitment and selection are implemented by management. This helps to ensure staff have the relevant qualification, experience, medical suitability and credibility of character to work with children. A comprehensive induction ensures staff are fully conversant with all the comprehensive company policies and procedures. This includes those in place for identifying and reporting child protection concerns. Staff are trained in first aid and follow accident, incident and medication procedures stringently. All required documentation is in place and shared with parents appropriately. Staff conduct highly effective risk assessments before each period of operation. These assessments are complemented by rigorous daily checks, together with ongoing supervision of the children, premises and equipment. Staff verify the identity of all visitors, record their presence and closely follow the collection of children procedure. Regular fire drills enable children to gain a sense of how to contribute to their own safety.

Staff work extremely well together, each clear about their role and responsibilities in supervising and supporting children. An early years manager supports key staff who work with the younger children. Base rooms are welcoming, decorated with notices and children's creative work. Overall, the range and deployment of resources is outstanding, although resources available in the base rooms do not yet fully engage children's changing interests. The environment both indoors and outdoors is exceptionally well organised. Staff promote an ethos of inclusion and respect. All children are unquestionably included and integrated. Activity days provide children with practical first-hand opportunities to explore and talk about their own customs and beliefs and those of other people. Adults use their excellent knowledge of the children as individuals, and information they gain from assessments, to check children remain suitably challenged during activities. The company has robust systems in place for the engagement of other professionals and services to advise and support staff in the inclusion and planning for any children with special educational needs and/or disabilities.

Parents expressed extremely positive views during the inspection. They have access to a wealth of information regarding the running of the camp and are very well informed by staff, the web site, and by notices and newsletters. Detailed information is sought about each child, enabling staff to ensure their unique needs are planned for. An 'All About Me' booklet is completed for children and staff observe and assess them as they take part in activities. This record shows their achievements across all areas of learning and is passed on to parents and to the child's school. The manager has a very clear vision for the setting and demonstrates an inspiring commitment to further enhancing the quality and outcomes for all children. Excellent systems are in place to drive improvement. Staff, children and parents contribute to the extensive evaluations of the activity programme and to the record of self-evaluation. The camp has acted upon the recommendation set at the last inspection and action plans of improvements

demonstrate an excellent commitment to continuing to provide the highest quality of care for children.

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

Children are totally absorbed in activities from the moment they arrive. Six sessions, each with at least two choices of activity, are planned for each day. The effectiveness of the varied and inspiring activity programme centres on the children's involvement in choosing what they wish to participate in. As a result, they fully engage in the activities and workshops and demonstrate a strong and enthusiastic willingness to try new activities. For example, children eagerly participate in fencing and archery. They attempt the climbing wall, ride quad bikes and take part in Lab Rat experiment sessions. Each day children can enjoy swimming in the pool. Permanent lifeguards ensure children's safety and staff help children to build confidence in their swimming ability. Children particularly enjoy sessions in the pool with the inflatable obstacle course.

Children participate in challenging activities in a holiday atmosphere, which successfully promotes and supports their development of skills for the future. Staff get to know all children well and are highly effective in ensuring they are well integrated and supported in making progress. Children's language skills are greatly enhanced as they are constantly engaged in conversations with staff. Props and story sacks are used to bring books to life and children enjoy a broad range of art, craft and dance activities, enabling them to develop their free creative expression. Children show high levels of independence as they play a range of strategic team games and participate in orienteering, which promotes their problem solving skills. They are encouraged to help keep score during matches, which helps with their numeric skills, and to explore technology as they build and operate electric stunt buggies.

Staff are excellent role models with very high expectations. At the start of each week, rules and codes of conduct are established. As a result, children's behaviour is exemplary. Interactions are excellent; children listen well to activity instructions and safety rules. They work together in groups and are polite and respectful. Children willingly help to tidy up equipment, understanding the need to keep themselves safe. High quality staff interaction and an understanding of following safety rules helps children gain an exceptionally strong sense of security. Beaming smiles are evidence of children's enjoyment. They are confident and eager to demonstrate their skills and competencies. Children's participation and achievements are celebrated with certificates and awards.

Daily routines and staff role modelling consolidates the children's learning about adopting healthy lifestyles. Projects about healthy food and the impact of exercise on the body regularly take place. The grounds of the school provide exceptional environments for children to have innovative opportunities to engage in numerous physical activities and to gain from the benefits of the fresh air. Children develop new skills during circus skill workshops and on the trampoline and take part in

team games, such as cricket, rounders and ultimate frisbee. Excellent hygiene procedures and practices enable children to be kept free from infection. Healthy eating is promoted extremely well. Guidance on healthy lunch boxes is given to parents and children select fruit from a stall at snack time. Drinking water is readily available throughout the day, ensuring children do not become thirsty.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

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