

# Super Camps @ William Hulme's Grammar School

Inspection report for early years provision

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<b>Inspection date</b>	25/07/2012
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<b>Setting address</b>	William Hulmes Grammar School, Springbridge Road, MANCHESTER, M16 8PR
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<b>Email</b>	
<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).

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 @ William Hulmes Grammar School was registered in 2011. The setting is managed and owned by Super Camps Ltd. It operates from the primary phase area, sports hall, activity centre, forum, dining hall, art room and associated facilities within the Hulme Grammar School in Manchester, Lancashire. The playground area, all weather pitch and playing fields are available for outdoor play. The setting serves the local community. It is open for limited periods during the school holidays from 8am to 6pm.

This provision is registered by Ofsted on the Early Years Register and voluntary part of the Childcare Register. A maximum of 80 children in the early years range may attend the setting at any one time, of these none may be under four years. There are currently 37 children on roll, of whom eight are in the early years. Children are able to attend for a variety of sessions. The setting supports children who speak English as an additional language.

There are four staff at the setting. Two are qualified teachers and one has a level 3 qualification in early years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and enjoy a satisfactory range of fun play activities that focus specifically on sport and arts and crafts. However, resources do not promote all areas learning and do not fully promote diversity. Children are making sufficient progress in their learning and development as their assessment records are in infancy. Children are safe and secure at all times and enjoy playing with the available resources, both indoors and outdoors, although their independence is not fully promoted. Parents are kept informed about their child as necessary. There are suitable systems in place to monitor and evaluate the provision to support continuous improvement.

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

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

- develop further systems for maintaining children's assessment records to include evaluation of activities and to identify the 'next step' in learning and development
- develop resources to fully promote all aspects of diversity with emphasis on multi-culture and disability
- develop further opportunities for children to play in more independent activities that promote all areas of learning and development.

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

Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Detailed policies and procedures support the smooth running of the setting. These include clear recruitment and vetting procedures to ensure that staff are suitable to work with children. A comprehensive range of risk assessments for all areas including outdoor areas are carried out and effectively support children's safety. There are good systems to ensure that arrival and collection of all children is closely monitored and recorded.

The child-friendly environment is suitably organised with a sufficient variety of resources set out for children, with emphasis on sport and arts and crafts. However, there are limited resources available to promote positive images and raise children's awareness of all aspects of diversity. Children have access to large spaces outdoors, which are effectively managed to ensure sport activities are suitable and age appropriately challenging for all children.

The setting has children attending who reflect the culturally diverse local society. Staff liaise effectively with parents for whom English is an additional language to ensure they are kept informed about their child's well-being throughout the day. This is done by means of parents receiving text messages from staff and children talking to their parents on the mobile phone. Staff provide parents with feedback about their child during drop off and pick up times.

As the setting operates only during the school holidays there are no partnership links established with either local school teachers or any specialist agencies to support children with specific additional requirements, although the main organisation shows a willingness to do so.

Systems for self-evaluation of the setting are sufficient to obtain information from staff about the strengths and areas for improvement after the running of a holiday camp. This information is used to improve future camps. Staff receive ongoing training to meet the requirements for the organisation and this contributes to continuous improvement.

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

There is a weekly plan of activities that are adapted to meet the changing needs of children's interests. Children enjoy a wide range of sport activities that are planned to provide fun as well as challenge. Activities are designed to involve all children to be active and part of a team, such as playing with the parachute, ball games and adventure play. Overall, children cooperate well with each other, learning to share and take turns. Most children enjoy facing challenges as they build on their existing level of competencies. Staff have sufficient knowledge of the Early Years

Foundation Stage, however, the complimentary assessments records kept for children are only descriptive and are not evaluated to identify the 'next step' in children's learning and development.

Children mainly take part in adult-led activities but there are some opportunities for free play. Activities are adapted to make sure every child who wants to, can join in if possible. The plan of activities includes a variety of topics to promote some aspects of diversity, such as making Chinese dragons, hand and face painting and Polish paper craft. However, for arts and crafts activities, all children take part in the activity at the same time, such as playing with clay or colouring using crayons, and there is little opportunity for children to be independent and participate in other activities that cover all areas of learning, due to the nature of the holiday camp.

Children's safety is of utmost importance with guidance being offered before many activities about the rules and how to keep each other safe. Staff are vigilant to prevent any accidents. Children wash their hands routinely in between activities, toileting and before eating snack and lunch, supervised by staff. Children learn to socialise with one another as they sit together and eat their snack and packed lunch. Staff encourage parents to provide healthy foods. All children have free access to water or juice during their very active day to remain hydrated.

Children are happy, settled and show good levels of self-confidence with enthusiasm to be involved in all of the activities available to them. Children benefit from warm and trusting relationships with staff enabling them to seek comfort and reassurance easily. Children are well-behaved and positive relationships established with staff help to channel their energies in a positive direction. Their artwork and achievements are readily recognised and displayed. This helps to boost their confidence and self-esteem.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
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