

# Super Camps @ West Hill Park School

Inspection report for early years provision

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**Unique reference number** EY348022  
**Inspection date** 25/07/2012  
**Inspector** Michele Beasley

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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).

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 at West Hill School registered in 2007. It is a multi activity day camp facility and operates from West Hill Park School in Titchfield, Hampshire. The scheme is one of many, which are organised by Super Camps Limited. The facilities used by Super Camps consist of a sports hall, three classrooms, art rooms, swimming pool, tennis courts, playing fields, astro-turf area, toilets, changing rooms and adventure playgrounds.

The playscheme is registered on the Early Years Register and the voluntary part of the Childcare Register. It is registered to provide care for 80 children aged from three years to the end of the early years age group. Children up to 14 years of age are also able to attend. There are currently 11 children on roll in the early years age group. There were six early years children present on the day of inspection. Older aged children currently attend the playscheme. The playscheme supports children with learning difficulties and/or disabilities and is able to support children who speak English as an additional language. The playscheme runs for specified periods during the school holidays, with sessions being held between 8am to 6pm. Super Camps employ five members of staff, all of whom hold appropriate qualifications. Additional specialist staff are employed as necessary.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled and enjoy a range of activities. However, the provision needs to provide more resources and equipment to promote younger children's development. Effective safeguarding procedures support children's welfare, safety and good health. Self-evaluation processes are good. The playscheme strives for effective continuous improvement. All recommendations from the last inspection have been completed. There are effective partnerships with parents and other settings to promote continuity and consistency.

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

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

- provide more resources and equipment to support younger children's learning.

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

The playscheme has suitable policies and procedures in place to promote the safeguarding of children. The designated safeguarding officer for the playscheme

has undertaken specific training in relation to child protection. All staff have access to safeguarding information and undertake training as part of their induction and refresher training. This ensures all staff effectively understand their responsibilities to children's welfare. Robust, recruitment and induction procedures are carried out by Super Camps head office, which ensures staff are suitable to look after children. A visitor's book, signing in sheets and a password system supports children's safety further. Children in the early year's age range have access to their own room where they are well supervised and are confident and secure in their environment. The playscheme undertake risk assessments to minimise potential dangers to children. The premises are very secure and the playscheme understand the importance of carrying out evacuation procedures sensitively to meet children's needs and to promote their understanding of safety.

The environment is well organised and accessible to the children. However, younger children have a limited range of resources to support their learning. Staff are aware of this and research and provide their own activities and resources from home, thus making the learning environment more welcoming. Resources are stored at low level so that children make independent choices, which they are able to do during free choice play, when they are not involved in the timetable of the day. This means that children thrive and make good progress in their development. Displays of the children's work gives them pride in what they do and gives the room their own identity.

Roles and responsibilities are clearly established for management and staff. Some are returning staff so they are familiar with the setting and provide continuity for the families who attend. They are keen and enthusiastic in their approach and have a positive attitude to on-going development. This playscheme effectively strives to drive improvement and demonstrate a strong capacity to maintain good continuous improvement. Ongoing self-evaluation of their provision takes place with daily and end of playscheme evaluations. The playscheme demonstrates they understand the importance of effective partnerships with parents and others. Regional managers carry out site inspections to monitor each camp and its practice to secure future improvement. The organisation acknowledges and works well with site managers, responding positively to their ideas, for example, being more flexible with the timetabling, according to the needs of the site and children who attend. Parents are encouraged to feedback, verbally and in recorded comments. The playscheme has suitably addressed the recommendations set at their last inspection. The playscheme have clear policies in place to promote inclusive practice.

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

The enthusiastic staff give children plenty of time and encouragement to participate in activities and to underpin their learning and development. Resources and activities offer a broad range of experiences to children, for example, crafts and creativity, mini Olympic team games, target golf, party and parachute games, quad biking and swimming with a qualified lifeguard in attendance. Children are

able to make their own choices from the activities on offer. The playscheme staff demonstrate a good understanding of the learning and development requirements. There are good systems in place for observing, recording and planning for children's progress, which takes into account the next steps identified. This enables staff to complement children's learning and development and support them in their continuing development of their skills for the future. As a result, there is consistency and continuity in children's outcomes.

The staff team ensure there is a positive atmosphere where children learn and have fun. As the early years children are generally a small group, they get to know each other well, relate well to staff and form friendships. Staff encourage children to complete 'all about me forms' on arrival which gives them an insight into their interests and staff do complete observations, which are part of the planning process. This means that the playscheme can build a clear picture of children's needs, and how to meet these. Visual timetables and information support children's good understanding of the routines of the day and procedures in place, such as the evacuation drill. The playscheme offers children opportunities to learn about the wider world through resources and activities, such as craft activities that celebrate religious and festival dates. Children are engaged throughout and members of staff support their enjoyment, with an enthusiastic and positive approach.

Children behave well because they are busy and absorbed throughout the sessions. Staff are good role models and take time to explain to the children the rules and guidelines on how to behave and stay safe whilst in the setting. During the morning welcome meeting, children are reminded of the 'rules' of the playscheme. They discuss various aspects including behaviour, hygiene and fire drills. Therefore, they are clear of the expectations and respond well. Children play cooperatively and confidently together in their small group and new children settle in well. They play in a welcoming themed room where numbers and phonics are evident on bunting. Children delight whilst they make split pin astronauts, they cut out and make astronaut masks and read books in the book corner. They have reference to pictures of planets whilst modelling home made playdough into them. They role-play being on the moon with fabrics and participate in other space themed activities. The playscheme does provide some resources to support younger children. However, the majority of activities are researched and provided by staff who bring them in from home. Children are given much praise and a colour team point system acknowledges any aspect of teamwork, helpfulness, effort and achievement. Awards are also given out to acknowledge positive behaviour; as a result, children develop good confidence and self-esteem.

Children benefit from fresh air and exercise when they play in the extensive school grounds and sports hall. The playscheme understand the importance of supporting children in developing their social skills by having group activities and snack times. Staff support children effectively to learn about healthy lifestyles. They teach children to adopt hygienic practices, such as hand washing, and tailor support for those that require extra help with personal care. Parents provide packed lunches and they are encouraged to provide healthy options for the children. Children feel safe and secure and staff are good at developing this awareness during everyday activities. As they walk from between buildings, they know where to stop and wait.

Children are able to discuss potential hazards and how to stay safe, well supported by the staff. Indoors, children learn how to use equipment, such as scissors, safely and correctly.

## 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