

Super Camps @ Royal Russell School

Inspection report for early years provision

Unique reference number EY330649
Inspection date 31/07/2012
Inspector Justine George

Setting address Russell School Trust, Coombe Lane, CROYDON, CR9 5BX

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 Out of School Care registered in 2006. It is one of over 80 facilities run by the company and operates from Royal Russell School in Croydon, Surrey. The camp has the use of a selection of classrooms, a hall, a library, and toilet facilities. The camp also has access to an outdoor play area, indoor and outdoor sports facilities and an indoor swimming pool. The camp is registered to care for 80 children from three years to the end of the early years age group. It also caters for children from eight to 14 years. The camp operates during school holidays except for the May half term. The core hours of operation are 9.30am to 4.30pm. However, an extended day operates from 8.00am to 6.00pm, if required. Children are cared for by qualified staff with a designated manager having overall responsibility for the running of the camp and another manager responsible for the early years age group.

Super Camps are registered on the voluntary part of the Childcare Register and the Early Years Register. At the time of inspection there were 52 children on role, 21 in the early years age group. There is a total of 9 staff, three of whom work in the early years. The camp supports children with English as an additional language and children with Special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children spend their time involved in a good range of well planned activities. Children enjoy a fun packed day and most areas of the environment effectively meet their general needs. Children enjoy adult-initiated activities and in the main, explore their own ideas. Children are well behaved due to the staff's consistent approach. Children are vigilantly supervised throughout the day and their health and safety is well promoted. The setting demonstrates the capacity to drive improvement, adapting practice to meet the needs of children.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to make choices within adult-initiated activities
- provide a cosy place with soft cushions so children can rest quietly if they need to.

The effectiveness of leadership and management of the early years provision

Staff have a strong commitment towards children's safety and well-being. Robust registration systems and group organisation is effective. Children are escorted to different activities throughout the day. Staff regularly take a head count to ensure all children are accounted for. Children are cared for by adults who have been vetted to help ensure their suitability in caring for children. Ongoing staff observation and team meetings are effective. As a result, this means that information is shared and consistently applied, meeting welfare requirements. For example, staff are aware to ensure all activities are safe for children through checking and familiarising with risk assessments. In the event children have an accident, there are several staff with current first aid training. In addition, accidents are reviewed and if required, additional risk assessments are carried out. This helps to reduce the incident occurring again. Staff have good knowledge of safeguarding requirements. They are aware of procedures for protecting children from unfamiliar adults. For example, should an adult arrive to collect children, they are not allowed to go off with others until contact is made with parents. Staff demonstrate a clear understanding of child protection issues. They are aware of the areas of abuse and the possible signs and symptoms that may indicate a child is at risk of harm. Staff are aware of current referral procedures. This helps to protect vulnerable children. This shows that leadership and management are strong.

Equality and diversity is well promoted in the setting. The deployment of resources is effective where children enjoy a fun packed day. Through creative activities and celebrations, children learn about the wider world. Children develop a sense of community through team games. As a result, children develop respect for others, aiding good moral development. Care is consistent with home life. This is because staff work well in partnership with parents. As a result, the required documentation is in place to ensure the individual needs of children are met. Good information is shared with parents through verbal communication at the end of the day. Parents are also informed of the setting's responsibilities in caring for children through the range of available policies and procedures. The setting does not currently work in partnership with other practitioners. But they are fully aware of the need to work with other professionals involved in the care of children. This helps to promote continuity and consistency of care.

Staff are committed to developing good outcomes for children. They regularly review practice and as a result, have reorganised the structure of the group. Children are now separated for activities and this effectively meets the needs of children. This is because activities are adapted to provide challenge for older members of the group. The setting has addressed previous recommendations. There is now a named deputy to take responsibility in the absence of the manager. Furthermore, staff are fully aware of the procedures in administering medication. The setting also uses questionnaires and emails to seek the views of parents, in order to make further improvements.

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

Children enjoy and achieve and develop good skills for the future. Through team games children learn about fairness. They abide by the rules which makes games successful and fun. Children are well behaved and show good levels of confidence. This is because staff are consistent in their approach in managing children's behaviour. As a result, children know what is expected from them. This supports them in making a positive contribution within and beyond the setting. Children very much enjoy team games. They race each other balancing items on bats, bouncing balls around the cones and attempt hula hooping. Children use the large parachute to play the popular lifeguard game. Children take it in turns to pretend to be a shark and catch their prey. Those being 'caught', shout 'lifeguard' in order to be rescued. Staff plan a varied programme throughout the day, although at times children are keen to share their ideas or request games. However, staff do not always encourage children to make choices within adult-initiated activities. As a result, children are a little disappointed.

Children are safe and secure as they are familiar with the routine. Pictures cards are displayed to inform children of what is happening next, helping them to feel secure. Children tuck chairs under the table to keep the area 'neat and tidy' this also helps to minimise tripping hazards. Children use equipment safely and show awareness of other people, getting into wide spaces to prevent collisions. Children's health is also very well promoted. This is because staff share their knowledge to develop children's understanding. For example, they talk about 'warming up' before races and children know this is to keep healthy and strong. This is extended by staff as they talk about warming up the body to prevent injury. Staff also encourage children to eat all their lunch in order to give them energy for swimming. Children enjoy physical activity which is plentiful, aiding active life styles. Children make paper aeroplanes and take them outdoors to fly. Children talk about the 'turbo booster' to make them go faster. Children use the trampoline and sports hall for tennis and dodge ball. Children are encouraged to rest after lunch and enjoy listening to a story. Some children choose to lie down on the floor to relax, however a cosy area to facilitate this is not yet provided for children. As a result, this prevents them from relaxing comfortably.

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	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

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