

Camp Beaumont Playscheme

Inspection report for early years provision

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Setting address	Southside Common, London, SW19 4TT
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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*.

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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

Camp Beaumont Playscheme registered in 1993 and is one of a group of holiday playschemes run by Britannia Learning and Leisure Ltd. It operates from the Kings College school site, which is located close to Wimbledon Common. The local authority is Merton. The scheme primarily provides sporting activities for children although it does include a range of other activities and entertainment for children. These include arts and crafts, drama sessions and opportunities to engage in off campus activities such as horse riding. Many of the children attending the playscheme live locally, although some children are visiting the area with their families from overseas. There is a self-contained nursery and outdoor play area set aside for children aged three to four years.

There are 424 children attending at the time of the inspection aged from three to 15 years and 50 of these children are in the early years age group. Children attend a variety of sessions. The group runs from Monday to Friday inclusive during the summer school holidays. Core hours for the group are from 8.30am until 5.30pm and an additional 30 minute period of care before and after the core hours is available to parents if required. There are 50 members of staff and six activity instructors working with the children at the time of this inspection. The setting is a member of the British Activity Providers Association and staff qualifications meet the requirements.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from a variety of experiences and enjoy most aspects of the day. However, the organisation of the day, planning of some activities and provision of resources is not always well-considered. As a result some children lose interest and display unwanted behaviour. Staff enthusiastically engage with the children and encourage them to have fun in their play. Safeguarding procedures are robust and staff are vigilant in their supervision of the children to keep them safe. However, insufficient consideration has been given to risk assessment to ensure that all aspects of the environment are included. The setting shows the capacity to drive and maintain continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- provide a variety of equipment and resources that are sufficient and challenging and interesting and that can be used in a variety of ways, or to support specific skills
- improve the organisation of the day so that young children can pursue their

- interests and use their time effectively
- develop further the risk assessment to ensure it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust and staff understand their roles and responsibilities in relation to child protection matters. There are good recruitment and vetting procedures and staff go through a rigorous induction programme. The setting carries out the required checks on staff to ensure they are suitable to work with children. For example, all staff have had or are in the process of having a criminal records disclosure. Staff protect children from unvetted adults as they ensure vigilant supervision when children are moving between activities and areas of the setting. Registration systems are secure and only authorised adults are permitted to collect children. The premises and activities are risk assessed to help identify and minimise hazards. However, this does not cover all areas which children use and some risks are not fully assessed. For example, children use large soft bricks available in the music/ dance room to climb onto the top of a cupboard. There is a risk that children could fall from this cupboard. Staff tell the children not to do this but have not considered alternative measures to minimise the risks associated with this activity.

Staff promote equality and diversity. All children are welcomed into the group and staff demonstrate suitable awareness of children's individual needs. Staff obtain information from parents about children's health needs and this is shared with other staff to ensure children's wellbeing. Adaptations are made to activities to ensure that children with special educational needs are included. Children who are learning English as an additional language receive satisfactory support. The deployment of resources is generally satisfactory. Sometimes activities are not sufficiently resourced for the large number of children participating and as a result all children are not suitably engaged. Staff are developing their partnership working with parents and verbal communication is being established. Staff provide written information to inform parents of the activities children take part in throughout the day. Parents comment that registration systems have greatly improved and like that information is displayed to inform them about different aspects of the camp. Written policies and procedures are available online to inform parents of the setting's responsibilities in caring for children. Staff understand the importance of working in partnership with others involved in the care of children. Messages are passed on to share with parents to help to foster consistency and continuity.

The staff team demonstrates the capacity to drive and maintain improvement. Action has been taken in response to the recommendation made at the previous inspection and there are now sufficient first aiders present on all parts of the site. Systems used for self evaluation are developing, including actively seeking children's views about the provision. Staff use the 'stars and wishes' initiative so children can talk about what they like and what they would like to see improved. They also use parent questionnaires and have opportunities for reflective practice.

Plans for improvement are likely to have a positive impact in improving outcomes for children.

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

Children enjoy and achieve and are suitably developing skills for the future. The staff team plans a variety of activities for children to explore throughout their time at camp. This includes the 'princess academy' where children make and decorate beautiful crowns. Children also decorate biscuits and enjoy swimming, horse riding, and various creative and physical activities. Children particularly enjoy water play, splashing each other and dipping their feet into the paddling pool. As a result, children have fun and enjoy most aspects of the day. The staff team are a motivated and engage energetically with the children. They often burst into song to keep morale high and to gain children's attention. Children enjoy dancing sessions and staff lead this, initiating songs and encouraging children to learn the actions and dance routines. Children enjoy drawing pictures and are encouraged to tell staff and their peers about their creations. This they do with high enthusiasm. However, sometimes there is not enough time to do this as they have to move onto the next activity. Children enjoy imaginative play and use the cash register and small range of home corner equipment. However, the planning of some activities is not effective to engage all children and resources are limited in quantity. As a result, some children lack motivation as they are unable to make their own choices in order to express their ideas. In addition, routines throughout the day impact on children's play. Time is not always used effectively. This is because staff spend a lot of time trying to organise groups for the next activity or organising toilet trips even though children are capable of managing their own needs. This impacts on children's behaviour as they become frustrated as they wait for things to happen.

Overall, most children are well behaved. Staff often praise children and encourage them to use their good manners of 'please' and 'thank you'. Staff ensure fairness by talking with children to develop their understanding of behavioural expectations. Staff give children some opportunities to assert their independence, enabling them to make decisions about the activities they want to pursue. This supports children in making a positive contribution. Children develop social relationships as they partake in many group activities. Children feel safe as they learn about the procedures to ensure their safety at camp. For example, they practise the fire drill and find a friend and walk together when moving around the site.

The camp promotes children's health well. Children are well protected against the weather elements as they wear sun hats which are provided by parents. Children have shade through the day when the weather is hot and staff encourage children to apply sun cream. Children have regular drinks throughout the day. Children are active and develop positive attitudes towards exercise. Children bounce energetically on the bouncy castle and enjoy outdoor play, climbing on the equipment and riding wheeled toys. Children have healthy snacks throughout the

day and staff are well informed of children's health needs as there are vigilant systems in place that requests such information from families.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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