

Barracudas Activity Camp

Inspection report for early years provision

Unique reference number EY330767
Inspection date 30/07/2012
Inspector Ann Austen

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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 was registered in 2007. It is one of 27 activity camps run by the Young World Leisure Group Limited and operates from rooms and facilities within Bedford Girls School in the town of Bedford.

A maximum of 200 children may attend the activity camp at any one time. The activity camp is open from 8am to 6pm during specific weeks of the school holidays. There are currently 83 children from four to 16 years on roll. Children attend from the local and surrounding areas. Staff are able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The activity camp employs 15 members of staff. Most early years staff members have appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff provide a warm, caring child-friendly environment which is welcoming and inclusive to all. As a consequence, children make good progress in their learning and development. Management and staff use self-evaluation to drive forward improvements in order to maintain the quality of the care and learning offered. Policies and most procedures are effectively implemented and generally the range of available resources supports children's learning and development across the six areas of learning. Partnerships with parents are good and staff understand the importance of developing relationships with other providers and services.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure procedures for the emergency evacuation of the premises are effectively implemented in practice (Suitable premises, environment and equipment).
- 30/07/2012

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

- develop further the range of resources to support children's understanding of the wider world.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of the indicator signs of abuse. The designated person who takes the lead responsibility for safeguarding children understands the importance of following the Local Safeguarding Children Board procedures in the event of child protection concerns. Strong recruitment procedures are in place to ensure that all staff are suitable to work with children. Regular risk assessment and daily checks are established to ensure that appropriate measures are in place to avoid dangerous situations. Staff closely supervise children throughout the day and carefully monitor the arrival and departure of the children. They ensure children are only collected by authorised adults, the identity of visitors is checked and a record of visitors is maintained. Sufficient staff members hold current paediatric first aid certificates and clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. As a result children's health and well-being is well promoted.

Staff hold appropriate qualifications, are enthusiastic and form positive relationships with the children. A range of written policies and procedures to support the effective management of the provision are maintained, for example, a behaviour management policy and a complaints procedure. However, whilst fire evacuation procedures are regularly practised staff do not always ensure that the defined procedure is effectively implemented in practice. Consequently, children's safety is potentially compromised. Self-evaluation systems are used to highlight successful practice and areas for development. Management and staff actively listen to the views of parents and the voice of the child in order to drive forward improvements. Recommendations raised at the last inspection have been met. Staff are now deployed well to meet the children's needs and internal training and induction procedures have been further developed. Generally the range of resources provided at the holiday camp support children's learning and development across the six areas of learning. However, resources do not always adequately support children's knowledge of the wider world, including cultural diversity. Consequently, children have limited opportunities to fully develop their understanding of other communities.

Management and staff are committed to ensuring that the service provided is inclusive for all families. All children are treated with respect and receive attentive care and support. Staff develop positive relationships with parents and carers. Parents are able to contribute what they know about their child so that their wishes are known and the needs of their child are promoted. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and adhered to. This helps to ensure continuous and consistent care for children. Parents receive information about the provision and information about children is regularly exchanged. Management and staff understand the importance of developing relationships with other professionals and providers to promote the integration of care, education and any extended service.

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

Children are happy, have fun and willingly participate in the range of activities provided at the holiday-based activity camp. Staff observe children as they play and plan relevant learning experiences in order to support their wellbeing and development. Consequently, they are making good progress in their learning and development.

Children are sociable and positive friendships are formed. They are encouraged to become independent and to take responsibility. They self-select resources for themselves during explore and play sessions and independently undress and dress themselves for swimming sessions. Children interact, talk and negotiate with others with growing confidence. They are learning to listen attentively, offering valid and relevant contributions in open discussions. Children complete number puzzles and count one another as they line up to move between activities.

Children have opportunities to participate in a range of creative art activities. They make clay models, create bead pictures, make jewellery, paint and create collage pictures. Children enjoy imaginative play as they pretend to sell and purchase items at the shop and carefully manoeuvre cars around the road way. They thoroughly enjoy being transformed into Dalmatian dogs, monsters and butterflies during face painting activities.

Children have regular access to the outdoors for fresh air and participate in a good range of physical activities which actively promotes their coordination, control and fitness. For example, children take part in team building games, bounce on the trampoline, chase floats around the swimming pool, move their bodies to music, steer the electric cars and kick footballs. A senior sports instructor is available on site to support physical activities.

Dietary health is maintained because records are kept of any special food requirements and staff are knowledgeable about children's dietary needs and provide accordingly to this. Children are actively encouraged to drink regular fluids throughout the day which ensures they remain comfortable and well hydrated. Snack and meal times are enjoyable social occasions where children develop their social skills and have opportunities to meet other children attending the camp. Children are encouraged to wash their hands at appropriate times of the day which helps to reduce the risk of cross-infection.

Children are secure and develop a positive sense of belonging to the setting. They are developing their understanding of dangers and how to stay safe, for example, children learn the importance of holding onto the handrail when climbing up and down the stairs and why it is importance to listen carefully and follow instructions during swimming sessions. Children behave well. They establish rules and boundaries as a group. For example, children agree that they should not run indoors, that they should look after their friends and that they should share and take turns. Staff use calm and reassuring voices when speaking with the children and regularly praise and acknowledge the their efforts and achievements.

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	3
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
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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

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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