

Super Camps at Tiffin School

Inspection report for early years provision

Unique reference number

EY442358

Inspection date

30/07/2012

Inspector

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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

Supercamps @ Tiffin School registered in 2012. The provision is one of many holiday camps run by Supercamps Limited. It operates from Tiffin Boys School in the centre of Kingston Upon Thames, Surrey. Children have the use of two sports halls and the smaller one on the first floor is used by children in the early years age group. The toilets are located on the ground floor. The provision also have the use of the school grounds. The provision has sole use of the building and grounds during operational hours. This includes an all-weather flood lit sports court and playing fields. The provision is registered on the Early Years Register and the voluntary part of the Childcare Register to care for 36 children aged from four years to the end of the early years at any one time. There are currently 11 children on roll in the early years. Children aged from the end of the early years to 14 years also attend the provision. Children attend for a variety of sessions. The provision opens five days a week during all school holidays apart from May/ June half-term, from 8am until 6.00pm. The provision employs four staff, of whom three have appropriate qualifications. The organisation employs additional staff to meet staff: child ratios, according to demand.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met and they are provided with a good range of sports activities that promote their physical abilities. Children make good progress in their development overall. Staff are led by a confident manager, work well as a team and regularly evaluate practice to make continuous improvement to most aspects of the provision. Parents are provided with good information about the provision and activities, although their views are not always actively sought to inform self-evaluation processes.

What steps need to be taken to improve provision further?

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

- review and improve quality improvement processes in the setting, recognising how this can extend effective practice and help improve outcomes for every child, for example, by seeking parents' views
- improve children's safety in the event of a fire, for example, by carrying out evacuation drills and recording details in a fire log book of any problems encountered and how they were resolved
- develop children's independence by, for example increasing the range of

resources available for them to freely choose.

The effectiveness of leadership and management of the early years provision

Staff fully understand their responsibilities to safeguard children's welfare and receive child protection training through the organisation. There are clear vetting procedures in place to identify that all staff working with children are suitable to do so. Staff make good use of visual and written risk assessments and procedures to maintain most aspects of children's safety. They sign risk assessments before each playscheme commences and walk round as a group to identify and record any specific hazards and the action needed to reduce them. For example, children's use of the stairs and unexpected hot weather. Since registration, the staff team have improved the security of the premises, so that they cannot be accessed by other people waiting to use the facilities at the end of each session. Self-evaluation is good. Staff meet as a team on a daily and weekly basis, to share information about children's individual needs and make suggestions about what worked well and what can be changed. At the end of each playscheme, the manager provides the organisation with more detailed feedback with suggestions that lead to continuous improvement. Consequently, planning has been adapted and is used in a more flexible way, which has enabled children to have more choice about activities. Parent questionnaires are made available in the entrance to the provision. However, there is no evidence to show that parents make good use of these forms. The manager has no knowledge of any feedback that may be used to make ongoing improvements to the provision.

Children have good opportunities to be active as they use a good range of sports resources on an adjacent field, Astroturf court and two exceptionally large indoor halls. However, the indoor areas are not organised in a way that fully promotes children's independence. Children are not provided with tables and chairs to use for activities in the halls during free play times. There are fewer resources available for children to use during these sessions. Staff who lead activities have specialist training in the early years and are skilled at adapting their approach to meet children's individual needs and ensure their inclusion. Children develop an understanding of difference, through the use of posters, books and discussions about languages. Partnerships are satisfactory. Due to the nature of the provision and the patterns of children's attendance, there is limited information that can be sought about children's learning from other early years provision that they attend. Staff communicate well with parents at the beginning and end of each day, about children's individual needs. A member of staff is available in the entrance area when children arrive, which means all necessary details for children can be checked and updated as needed. This helps to promote children's health and safety. In addition, parents receive good information about the provision and activities through a website and notice board.

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

Children are provided with a good range of adult-led activities, that mainly focus on sports. The organisation plans a weekly timetable of events, such as football, team games, cricket, dodgeball, and target golf. Other activities include treasure hunts, face painting and arts and crafts. Staff are receptive to children's ideas about how activities can be adapted. For example, when playing games of 'cat and mouse' under a parachute. Consequently, children show enthusiasm and motivation as they take part in organised events. Staff are observant of children's involvement in activities and work well as a team to meet their individual needs. Children are divided into groups according to age, which enables staff, including the early years co-ordinator, to deliver sports activities in an age appropriate way that promotes their enjoyment and achievement. During free play times, at the beginning and end of the day and after lunch, children look at books, make friendship bracelets, use playing cards and draw pictures. These resources are made available in the hall, although they are not particularly varied or challenging. Consequently, children's learning during free play times is often repetitive.

Children are well behaved. They are awarded with 'colour points' when they co-operate or achieve new skills. For example, whilst playing team games. Consequently, children support and encourage others. They develop self-help skills as they are encouraged to find and look after their belongings, including packed lunches. Staff organise small group games at the beginning of each day, such as 'getting to know you' and 'duck, duck goose', where children introduce themselves, say one thing they like doing and remember others' names. Consequently, children to get to know each other, feel confident with speaking as part of a group and begin to form friendships. Staff take part in these activities and maintain positive communication with children. Children develop an understanding of the world, through planned activities that follow themes, such as 'around the world', 'under the sea' and the 'Olympics'.

Children develop physical coordination, as they take part in outdoor activities, such as, mini-Olympics and bean bag races on the adjacent sports field. They learn to negotiate space as they crawl under a parachute and manipulate it as a team, to distribute balls into the air. Staff gain children's enthusiasm for sports activities, such as cricket, by initiating warm up sessions that help children to develop skills and complete the activities successfully. Children develop their creativity, as they draw, make models from clay and take part in arts and crafts activities. They are protected from the risk of cross infection, as they are encouraged to wash their hands at appropriate times. Children bring packed lunches to the provision, which include healthy items for meals and snacks. Their good health is promoted as staff introduce regular 'drinks breaks' during sporting activities. Children learn about their own safety as they are reminded of the rules during activities and learn to use the stairs to the first floor hall safely. Staff discuss fire evacuation procedures with the children at the beginning of each day. However, children have not taken part in practices since the playscheme stated operating the week prior to the inspection. This restricts children's knowledge of what to do in the event of a fire.

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	3
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 voluntary part of the Childcare Register are:

Met