

Camp Beaumont Day Camp at Christ's School

Inspection report for early years provision

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Inspector	Maria Conroy
Setting address	Christ's School, Queens Road, RICHMOND, Surrey, TW10 6HW
Telephone number	01263823000
Email	info@campbeaumont.co.uk
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

Camp Beaumont Day Camp at Christ's School was registered by Ofsted in 2012. It is one of several provisions run by Camp Beaumont Day Camp Limited. It operates from Christ's School in Richmond, Surrey. Children have use of the eight classrooms situated on the ground and first floor. They also have access to two art and craft rooms, sports hall, drama/dining hall, boys' and girls' toilets and changing rooms all situated on the ground floor. There is access to secure, large, outside play areas.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 200 children aged from three years to under the age of eight may attend the setting at any one time. Children over the age of eight may also attend the setting up to the age of 16 years. The camp operates during the school holidays between 8am and 6pm every weekday. There are currently 74 children on roll, of those, 31 are in the early years age range.

The play scheme is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are 15 staff working at the camp. This includes the camp director, deputy director and under-eights coordinator. Of those staff, one has a level 3 qualification and four staff have a qualification equivalent to level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children are happy and settled at the day camp. They take part in a suitable range of activities; however, there are limited resources and equipment to support, challenge and extend children's learning and play. This is the camp's first inspection, and managers have begun to seek parents' views on the service provided. All staff complete induction training prior to working at the camp. There is a satisfactory capacity to maintain continuous improvement, although systems for self-evaluation are not fully developed. The provider is not meeting a legal requirement in relation to promoting children's health. Partnerships with parents are generally positive, and the camp liaises with other professionals in the local community in which they operate.

What steps need to be taken to improve provision further?

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

- ensure there is at least one person on outings who has a current paediatric first aid certificate. First aid

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training must be approved by the local authority and consistent with guidance set out in the Practice Guidance for the Early Years Foundation Stage (Safeguarding and promoting children's welfare)

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

- improve systems for self-evaluation to identify the setting's strengths and priorities for development to enhance outcomes for children.
- improve and extend the range of resources available to provide an environment with rich and diverse play opportunities.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and suitable procedures ensure management carry out the required checks on the staff working in the camp. The staff are trained satisfactorily and are aware of the procedures to follow in the event of a safeguarding issue. The camp director undertakes risk assessments on the activities provided and staff make sure the environment is safe for children play in. Policies and procedures are in place; however their implementation is not always effective. There is always a staff member with a current paediatric first aid certificate on the premises. The provider does not ensure that there is always one person on outings who has a current paediatric first aid certificate. This is a breach of a legal requirement. However, the impact on children when on outings is limited as one staff member who accompanies them has completed a first aid at work course and is aware of how to treat minor injuries.

This is the first inspection since registration. The staff complete an induction provided by the company. This informs them of procedures such as health and safety, safeguarding and the activities provided. The camp is in the early stages of undertaking the process of self-evaluation. Managers send out customer questionnaires weekly seeking parents' views of the service provided and use this information to plan for future development. Managers use a check list system to confirm they are meeting regulations. However, this not always successful; for example, in making sure a staff member with a paediatric first aid certificate is present on outings.

Resources are adequate to support children's learning and development. Larger pieces of equipment such as a bouncy castle, trampoline and the climbing wall are available. However, the variety is not always sufficient and does not challenge or excite children. Children take part in modelling using play dough; however, there are no tools for them to use to support them in designing their creation. Although the accommodation is suitable for some activities, the equipment is not readily available for the younger children. For example, when colouring in, there is nowhere for children to sit and colour and they have to stand up against a large table.

The parents of the children who attend complete forms with children's personal details and their individual needs, for example allergies. Children have access to a range of planned activities, from which they have some opportunity to make choices. The activities children follow include those which they base around themes. They include 'around the world', which incorporates camp songs and dances, and making team flags. Children are grouped according to age; however, if children have specific needs, staff would work with parents to meet them. Children who speak English as an additional language are supported as some of the staff who work at the camp speak other languages.

The camp has a generally positive relationship with parents. The camp seeks parents' views, and the camp director and deputy are present every day so parents can speak to them. There is a regular exchange of information with parents. The parents' notice area has all policies and procedures available, along with the activity plan. Legal documentation is available in the office, which includes the registration certificate and complaints procedure. In addition, the camp has a website which parents can access to gain further information. The camp has systems in place and contact details of other professional agencies should the need arise for them to make contact.

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

Children arrive happily to the camp and are greeted by their key workers who help them join in with the camp activities. Most children enjoy the 'wake and shake' session at the start of the day for the whole camp. Staff model the actions to the songs and encourage children to take part in this activity to promote their good health and physical development. The staff team have a satisfactory understanding of the Early Years Foundation Stage and follow the camps pre-planned activity programme. This incorporates a theme for each week, and some activities are planned around this theme.

After registration, the children move into their appropriate age groups. Children in the early years age range take part in activities such as colouring pre-drawn pictures with coloured pencils. However, this activity lacks inspiration to motivate the children, and they quickly become distracted. Children enjoy planned play dough sessions and use their imaginations to roll and mould many different models. This activity enables children to use their creativity and to explore the natural material of the play dough. However, there is less opportunity for children to extend their learning as there are no implements such as rolling pins or shape cutters to support their increasing curiosity.

The staff do not set up the room with any resources apart from the adult pre-planned activities, and therefore children are unable make independent choices to engage in child-initiated play. Children are beginning to play well together and are learning about sharing and some have formed friendships. Overall, their behaviour is satisfactory. However, owing to there being insufficient resources available, at times they run around the room and bump into each other. Any difficulties with

behaviour are handled satisfactorily by the staff.

Children are beginning to show an awareness of healthy lifestyles as they follow personal hygiene routines, such as washing their hands before eating. They are provided with fruit for snack time and water is always available throughout the sessions. Children have good opportunities for physical exercise and fresh air as a number of the camps activities are based outdoors.

Children's safety is satisfactorily promoted in the club. This is supported by staff's understanding of appropriate supervision levels, both inside and outdoors. Overall, children are secure and self-assured and they are able to move around the camp with the various planned activities. Children take part in regular fire evacuation practices, which teach them about the importance of evacuating the camp quickly and calmly in an emergency.

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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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