

Super Camps at Bourton Meadow School

Inspection report for early years provision

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EY442338

Inspection date

02/08/2012

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

Super Camps at Bourton Meadow School registered in 2012. The provision is privately owned. Super Camps Ltd owns 80 out of school provisions across England. This provision is located in Bourton Meadow School in Buckingham, Buckinghamshire. Children have access to two halls, the extended care room, the early years unit, the year six building, all school toilets, the courtyard, playground and playing fields.

The provision is registered on the Early Years Register and the voluntary part of the Childcare Register. It operates during school holidays from 8.00am until 6.00pm. A maximum of 36 children aged from three to the end of the early years age group may attend at any one time. Currently, there are 40 children on roll; of these, nine are in the early years age group. The provision employs six staff; three hold Qualified Teacher Status, one member of staff holds a BA Honours Degree in Early Childhood Studies and holds a National Vocational Qualification to level 3 in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy good quality play experiences at the out of school provision; this extends their learning across all areas. Generally the provision makes effective use of its resources. Good systems are in place to meet children's individual, personal, and cultural needs; this fosters inclusion very well for children. Overall, effective teamwork and efficient organisation ensures that the provision meets most requirements fully. Good arrangements are in place to safeguard children and to promote their health and welfare. The out of school provision is makes good use of self-evaluation and demonstrates good capacity for continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure that the attendance record includes the names of the children looked after on the premises and their hours of attendance. (Documentation) (also applies to the voluntary part of the Childcare Register)
- 20/08/2012

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

- increase the range of resources for children to use in their indoor activities to

support their learning across the areas of learning

The effectiveness of leadership and management of the early years provision

Overall, the provision makes good arrangements to safeguard children. Staff are knowledgeable about safeguarding matters. They are familiar with the policies and procedures for the safe and efficient management of the provision. All staff are cleared through the provision's vetting procedures including Criminal Records Bureau checks. Staff are familiar with the child protection element of the safeguarding policy; they know what to do if there are concerns about children's well-being. They know the designated child protection officer in the provision. Staff know the role of the local children's services and the Local Safeguarding Children's Board. All documentation required to safeguard children is in place, however, there are some gaps in the attendance records for children. Although the records include the names of children who are present, they do not consistently include the hours of attendance for every child. The provision makes good use of risk assessments; this ensures that safety precautions are effective. For example, the premises are secure, safe arrangements are in place for children's arrival, departure, and fire safety is properly addressed. Children practise the evacuation procedure; they know what to expect in an emergency. Additionally, staff supervise the children closely at all times. The provision works closely with parents and encourages them to provide a balanced range of food for children. Staff help children to think about the food they eat. For example, children are aware of the expectation to select fruit or dairy products for the morning snack and most follow this guidance. The provision makes drinking water available to the children throughout the day. Overall, the provision deploys its resources well to meet the needs of the children. However, there are fewer resources accessible for children to use indoors.

An effective key person system helps to promote equality for every child. In addition to communication and positive interaction with children, the key person liaises closely with parents to find out about children's individual needs and to make sure that the correct strategies are in place. Staff are mindful of the ages and developmental stages of children; they plan interesting activities to appeal to all of the children. The well-managed provision makes it possible for all children to participate in the activities. Parents receive good quality information, along with a warm welcome and open communication, which puts them at ease and sets the expectations for equality.

The provision uses the process of self-evaluation effectively to assess its performance on an ongoing basis. Although the opening period of the provision is short, the provision identifies strengths and areas for improvement. For example, the manager notes that there are reasons to review the manner in which children's packed lunches are stored and that the arrangements for meeting and greeting parents is a strength. Good partnership working with parents ensures that there is personal exchange of information with parents for every child, each day. Notices such as the public liability insurance, information about staff, the evacuation procedure and the certificate of registration are displayed prominently for parents'

attention. The provision does not have occasion to work in partnership with any other provider but understands the importance of working with others where necessary.

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

Staff plan and prepare well for the children; this ensures that children engage themselves in purposeful activities from the start of the session. This limits the opportunities for children to become bored. However, there are fewer resources to extend the choices for quieter activities. Children behave very well, which creates an environment that is calm and purposeful where all children are at ease and free to follow their interest. Through their good behaviour, children are making a positive contribution.

Children are developing good understanding of the different aspects of healthy lifestyles. Activities, which require physical exercise, are planned well and staff support children to understand the effect of exercise on their bodies. Children spend a considerable amount of time outdoors. An adventure into the woods ignites their imagination and prompts them to retell familiar stories, which excites them. They explore the meadow and identify plants, insects and bugs. They compare the different wildlife and set challenges to extend their learning about similarities and differences. Children extend communication and language as they describe what they see. They put their knowledge into context with the weather and season. Children show that they are developing special friendships as they initiate play with individuals of their choosing. Children solve problems in practical ways; for example, as they play with clay, they think their ideas through and ask for additional resources to complete their projects. Children show pride in their achievements and ascribe value to that of others. For example, they write their names to show ownership of their work and praise others for their creativity. Children are achieving and enjoying as they engage in purposeful leisure activities. Children are learning to take some responsibility for tasks that are within their capabilities, for example, they know the expectation for them to help to tidy resources away when they have finished using them.

Children show that they feel safe in the provision; they interact warmly with staff and other children. Staff engage children to think about the boundaries for safety, as well as why they are necessary. Children put forward their ideas to develop activities and are quick to follow staff's guidance. Clear and consistent boundaries help the children to understand the expectations for them to behave well. Staff calmly and firmly let children know when their behaviour is unacceptable, and support them to think about the consequences of their actions. The provision achieves a purposeful environment where all children enjoy spending some of their leisure time.

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 voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in the Early Years Register. 20/08/2012
(Records to be kept)