

Super Camps at Northbourne Park School

Inspection report for early years provision

Unique reference number	EY442351
Inspection date	06/08/2012
Inspector	Cilla Mullane
Setting address	Northbourne Park School, Betteshanger, DEAL, Kent, CT14 0NW
Telephone number	01235832222
Email	info@supercamps.co.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Super Camps at Northbourne Park School was registered by Ofsted in 2012. It operates from Northbourne Park School in Deal, Kent. It is one of many holiday play schemes run by Super Camps Ltd. Children have use of two classrooms, an art room, sports hall, swimming pool and outdoor areas.

This holiday play scheme is registered on the Early Years Register for a maximum of 36 children in the early years age group. Currently 24 children in the early years age range attend. It is also registered on the voluntary part of the Childcare Register for children aged five to 14 years. The scheme operates Monday to Friday from 8am until 6pm for two weeks at Easter, and for five weeks during the summer.

There are three staff working with the children in the early years age group, two of whom are qualified, and the other is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have an enjoyable experience, taking part in a varied range of activities which are fun and which also complement their structured time in school. Children's welfare is generally well protected, with the exception of the procedure to administer specialist medication. Good care is taken to make sure children feel safe and secure, their contributions are valued, and they gain in confidence and self-esteem. Resources are generally good. Parents feel well informed, they feel their children are happy, and they report having trusting relationships with staff. Staff have a variety of systems in place to evaluate the success of the play scheme and so are able to maintain continuous improvement well.

What steps need to be taken to improve provision further?

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

- improve systems to administer medication requiring technical or medical knowledge by seeking training from a qualified health professional, which is specific to the individual child concerned
- increase the range of toys available for children's free play time, and improve independent access to creative resources.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. Staff implement effective procedures if there are any concerns about a child in their care. Secure recruiting procedures help to ensure all staff are suitable to work with children. Staff make effective use of risk assessments to make sure children are kept safe. If necessary, parents provide clear instruction about how to administer medication requiring technical or medical knowledge, but staff have not had specific individual training.

Although this play scheme includes older children, many are in the early years age group. Therefore, a member of staff is appointed with responsibility for this age range. Staff are enthusiastic and competent, are skilled at enabling children to enjoy the play scheme, and interact positively with them. They use various ways to evaluate the success of the scheme and activities. For example, they meet as a staff group weekly to evaluate activities and discuss children's views daily. As a result, they maintain continuous improvement.

The facilities available to the children are good. They have access to a swimming pool, and staff have a good knowledge of how to keep children safe in this area. Sports resources are plentiful. However, children have fewer choices during free play times, and although art and craft activities are offered regularly, children cannot always select these resources independently to fully enable free expression.

Inclusion is good. All children join in activities equally and are valued as individuals. Staff observe children to note their interests, and all their contributions are appreciated. Activities, such as those which include collecting money for charity, help children to learn about life in other countries and people who have less than themselves.

Parents enter the play scheme confidently, and learn about children's day from their eager accounts, and staff's information. They state that they feel well informed, and have confidence in the staff who care for their children. Staff discuss any special educational needs and/or disabilities with parents, and make sure they know about any issues which would impact on their care of children. In addition, information gathered from other early years settings children attend is used to plan for children's individual needs.

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

Children very much enjoy their experiences at the play scheme. Staff are skilled at making it fun for the children, and the activities and relaxed atmosphere complement children's time at school during term time. The emphasis is rightly on play and having fun, but staff also check that the range of activities helps children learn through their play across all the areas of learning.

Activities are planned and adapted according to children's interests. The general plans for activities, which include exciting themes such as 'space' and 'under the sea', is flexible. Staff observe children's enthusiasm and interests, and adapt activities to maintain their enthusiasm. Furthermore, they ask children daily about what they have enjoyed most. Recently children have enjoyed a gymnastics session, and further sessions have been planned into the timetable. Children showed great excitement when they heard this was planned for later in the day. Activities in the craft room are popular. An activity involving making a zoo collage developed into an experiment in mixing coloured paints. Children eagerly anticipated what colour would result, and predicted that red and yellow might make orange.

Staff give thoughtful consideration to children's feelings of security. For example, the youngest children have their own small base area in the corner of the hall, with a small den where they can go to relax or read. These children show that they feel safe. They often approach staff and give them a spontaneous hug. They understand how they should keep themselves safe. They know, for example, that if an adult shouts 'fire' they should walk out of the building and assemble 'by the two trees and the gate'. They understand why they should ask a friend to go with them to the toilet, stating that if someone is hurt, the other can 'go and tell a teacher'. A visual timetable is used as an effective tool to help children's sense of belonging and security within the routine. Children eagerly refer to this, knowing what will happen next, and use it to explain their day to their parents.

Children rapidly gain confidence within the setting. Staff' praise and appreciation of their work builds their self-esteem, and they feel valued. They glow with pride as they show their work to their parents when they are collected. They are divided into two teams, and gain points during the day. This encourages kindness and teamwork as children know they get points for being kind and helpful. They are extremely proud of the points they accrue and their achievements. Children gain useful skills for the future from working together and speaking confidently in a group. Lots of activities take place outside and are sports based, so children benefit from exercise and fresh air. They learn about the effect of exercise on their bodies during discussions about keeping themselves hydrated by drinking water. Gymnastics is named by children as one of their favourite activities. They use movement and activity to act out the current theme by being under-sea creatures.

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	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met