

Super Camps at St Ives School for Girls

Inspection report for early years provision

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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 at St Ives School for Girls was registered in 2012 and is one of 81 multi-activity camps run by Supercamps Ltd. The camp meets at St. Ives School for Girls in Haslemere in Surrey. Children use different areas of the school premises, including the sports hall, classrooms, music and art studio and surrounding outside areas. These include tennis courts, an adventure playground, green spaces and access to a forest school area. The school is located on a hill with steep access to the outside areas.

The camp is registered on the Early Years Register and the voluntary part of the Childcare Register. It may care for a maximum of 36 children in the early years age group at any one time, of which none may be under four years of age. Children may attend up to 14 years of age. The number of children on roll varies. The camp operates from 8am to 6pm during the Easter and summer school holidays. It is staffed according to the number of children present. Staff qualification requirements are met.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun in this inclusive and welcoming setting. They take part in a variety of activities that they find interesting; these support learning well and enable them to develop good skills for the future. Resources are sufficient in range and quantity and staff use them well to support planned activities. Children are very much at ease and are valued as individuals. They benefit from good quality interaction with the staff caring for them. Relationships between staff and parents are warm and friendly and they work together to ensure children's individual needs are met well. Self-evaluation and monitoring processes to bring about continuous improvement are successfully implemented.

What steps need to be taken to improve provision further?

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

- improve the range of challenging and interesting resources that can be used in a variety of ways to enhance opportunities for children to initiate their own activities.

The effectiveness of leadership and management of the early years provision

Arrangements to safeguard children are effective. Staff have a secure understanding of their responsibilities with regard to child protection and they take

positive steps to promote safety. Risk assessments identify potential hazards and children are well supported in learning how to keep themselves safe. The company implements robust recruitment and vetting procedures. All required documentation is maintained. Children are grouped by age and are supported by an experienced and very effective early years practitioner. She is keen that children have fun and works hard to achieve this aim. All children are treated with equal concern. Any late arrivals are warmly welcomed and all staff make a point of coming to say hello. Such measures as encouraging everyone to complete an 'all about me' form help staff find out about each child and their interests. This enhances their ability to respond to individual needs. Staff make use of different areas within the school building and the various outside areas. The outdoor areas in particular are used effectively to offer an interesting range of activities and experiences. Children explore a good range of equipment and resources which support their participation in planned activities. However there are fewer toys and play materials that children can use to initiate play based on their own ideas. Self-evaluation and monitoring systems work generally well to drive improvement. Self-evaluation processes include opportunities for staff and parents to express their views. Parents are invited to add their comments to feedback forms available on site or to feed back their views directly to the company's head office. Staff constantly seek the views of children through discussion. Area managers for the company visit the camp at regular intervals to monitor the effectiveness of the provision.

Parents are very positive about the camp. In discussions with the inspector they comment on its location and how pleased they are with the staff. They are provided with lots of useful information about all aspects of the provision. This is available on site and also on the company's website. A daily informal exchange of information at the start and end of each day is supplemented by a written diary. The early years coordinator prepares an interesting and well-written account of how children spend their time and displays this prominently. This acts as a useful method of enabling parents to share in their children's day. Children are also keen to look at the diary and they listen intently as the early years coordinator reads out some of the entries to them. The camp only operates during school holiday periods and the nature of children's attendance and the fact that children may go to different schools means that it is difficult to establish links with these settings. In the circumstances, staff share relevant information about children, for instance about their achievements, with parents and rely on them to pass on anything they consider significant to other settings children attend.

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

Lots of laughter, beaming smiles and positive comments about what they like best all provide evidence of how much children enjoy the time they spend at this holiday camp. The number of children attending is small and this has resulted in a relaxed, family feel. It also means that staff are able to respond to children's interests and enthusiasms. Relationships between children and the staff caring for them are warm and friendly, which helps children to feel safe and secure. Children behave well and receive lots of meaningful praise. This approach not only fosters

their self-esteem and confidence but ensures they have a clear understanding of what they are being praised for. For instance, staff comment on a child's 'good plan' and the colour blue another child has created using different shades of paint. This leads on to children explaining how they achieved this.

The early years coordinator acts as key person for children in the early years age group. She shows genuine interest in what children say and do and spends time chatting with them. Observations on children are used to inform discussions with parents and to ensure future activities are pitched at the right level or adapted as necessary. As a result, children are successful in what they do, making good progress in all areas of their learning and gaining skills for the future. Children enjoy many good opportunities to be physically active, both indoors and outdoors. They manoeuvre the 'roller racers' with control and coordination and relish playing on the fixed play equipment in the adventure playground. The bouncy castle offers scope for 'diving and jumping' and the area of forest within the school grounds appeals greatly to children. They delight in the time they spend here. For instance, they practise balancing along fallen tree trunks and clamber over upended tree roots. They work together to create a picture of a tree on the ground using large boughs and branches they find. The walk back to the school for lunch is made more interesting as they participate in a game where they collect different objects and determine how many steps they have to take before pausing. Children play parachute games, go on the aqua slide and have treasure hunts. They enjoy painting the clay models they have made and icing biscuits. They are encouraged to be independent as they fetch water, pour out their paints and mix their own icing. Staff skilfully weave in questions that incorporate problem solving and numeracy and they engage children in conversation. Children are keen to see what will happen to the left over icing if they leave it on the windowsill in the sunshine. They return to check on their experiment at intervals throughout the day.

Children are accommodated in a clean, comfortable environment where positive steps are taken to ensure good hygiene and minimise the potential for the spread of infection. They demonstrate an understanding of when and why they need to wash their hands as they chat about germs. Reminders about the need to wear sun hats and to re-apply sun cream before they go outside help reinforce messages about sun safety. Staff talk to children about the importance of food and exercise for energy and encourage them to drink frequently 'to help their brains stay healthy'. Children bring all food from home and parents are requested to follow the company's healthy eating policy. Lunchtime becomes a sociable occasion as all children and staff sit and eat together.

Children talk confidently about arrangements to keep them safe. This is because they are encouraged to think about potential hazards, for instance when they go outside to play. Staff talk to children each morning about what they must do if it is necessary to evacuate the premises in an emergency. Children are then invited to help staff explain the procedure to any new or late arrivals. This approach recognises and values children's ability to contribute to the maintenance of a safe play environment.

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:

Met