

Barracudas

Inspection report for early years provision

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EY441817

Inspection date

14/08/2012

Inspector

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Setting address

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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.

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

Barracudas is one of a number of out-of-school activity day camps run by Young World Leisure Group Limited. It registered in 2012, operating from different rooms and outdoor areas at The Judd School in Tonbridge, Kent. The camp runs for four weeks during July and August. It is open each weekday from 8am to 6pm.

The activity day camp is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. A maximum of 156 children aged from four to under eight years may attend at any one time, of these 78 may be in the early years age group. The camp also provides activities for children over the age of eight years. There are currently 264 children aged from four on roll, some in part-time places. Of these, 172 are aged under eight years and 80 are in the early years age range. The camp supports children who speak English as an additional language.

There are 14 members of staff working across the age groups. Of the five staff working with the early years age range children, four hold appropriate early years qualifications to at least National Vocational Qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly have a fun and exciting time at the camp. In general, their individual care and learning needs are met very well. Positive relationships develop with parents, although partnerships with others to help support children's continuity in their learning are less effective. Overall, the self-evaluation processes in place are very good, although there are two breaches of the requirements relating to documentation and organisation. However, the camp does demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- display the certificate of registration and show it to parents on request (Documentation) (also applies to both parts of the Childcare Register) 15/08/2012
- assign a key person for each child to make sure they are being cared for appropriately (Organisation). 15/08/2012

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

- strengthen the processes that support continuity of learning and care for children who attend other settings delivering the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

There are effective procedures in place for identifying any child protection concerns. The staff are very aware of their role and responsibilities in safeguarding children's welfare. The environment, equipment and activities are carefully risk assessed and monitored daily. A thorough and detailed recruitment process helps ensure the suitability of staff. Details of Criminal Record Bureau checks are on site. Ongoing systems for staff monitoring and evaluations mean that any issues are dealt with quickly, such as identifying additional training needs. However, the camp is not displaying their registration certificate and this breaches a specific legal requirement of the Early Years Foundation Stage framework. As a result, parents are not aware of the numbers and ages of children that the camp may care for.

The head office and camp managers consistently communicate high expectations to staff about driving improvements. The camp staff are enthusiastic and keen to develop their practices. As a result, outcomes for children are good and at times outstanding. The camp is extremely well-resourced with equipment and toys of high quality. Children have immense fun as they take part in the planned activities such as trampolining, fencing with foam swords or go-karting. Children have a base room to which they return for free-play sessions and activities throughout the day. This room contains an excellent age-appropriate range of resources that helps promote children's learning.

Staff are aware of their responsibility to identify a child's possible need for additional support as early as possible. They share this with parents to help ensure that each child gets the support he or she needs while at the camp. This may result in adaptations being made to equipment or activities to enable equality and the inclusion of all children. Some resources and activities positively encourage children's awareness of diversity in the wider world and the need to respect differences.

The camp develops positive and friendly relationships with parents and carers. Questionnaires are available at the end of the camp for both parents and children. The organisation uses these to help plan activities or instigate changes for the following year. Parents and children are very well-informed about the camp activities and practices from the colourful brochure or via the website. The camp's policies and procedures are very clearly set out in the available handbooks on site. However, there is no key person scheme and this breaches a specific requirement of the Early Years Foundation Stage framework. This means that each child does not have a named person to fully support their development and act as the key point of contact with their parents.

The camp staff are very aware of the need to work in partnership with other

agencies and professionals when necessary. Generally, any information relating to individual children relies on parents informing the camp when registering. The camp and head office have trained and knowledgeable staff available for support and guidance. There is a good system in place to provide a short report to a child's school, about their achievements at camp. However, these are only available for children whose parents have completed an 'All about me' booklet and who attend the camp for longer than a few days. Detail about any identified areas for development from a child's school is not routinely sought. Although there are plans to include this in the booklet for next year.

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

Children willingly engage in the organised activities with great enthusiasm. The staff regularly discuss the daily activities with children and a visual time line is on display in the room. Children make play choices from the resources in the base room that cover the six areas of learning. The wide range of planned activities further extends their learning. The staff are very aware of the Early Years Foundation Stage and how they can incorporate the areas of learning in children's play. For example, children quickly know how many more can go on the bouncy castle where only five are permitted at a time. The staff support and promote children's talking and listening skills throughout the day. The children thoroughly enjoy singing their base room (Minnows) song as they move around the premises. Resources to support children's writing skills are available and the staff encourage children to write their own name on their work. Extra support is given to those children who identify that they want to learn to write their name. Art and craft are very popular. Using their fingers to painting pre-printed templates of aliens and rockets the children go on to create their own alien pictures. Their imaginative ideas were very good and all children shared the paints well. Children display their artwork and know that it is valued. A small group choose drama and act out a short play about aliens to the other children, to enthusiastic applause and laughter.

The 'All about me' booklets provide an excellent source of information about a child's abilities before they start the camp. Staff use written observations to note any progress being made. Children can identify a skill they would like to master while at camp. However, these booklets are only used for those children who have bought a completed booklet when they start. As a result, not all children benefit from this motivating process. In addition, there are no key persons who have special responsibilities for working with a small number of children. This makes it harder for the staff team to be sure that the needs of individual children are being met appropriately.

Most children play alongside their peers extremely successfully. They clearly understand the need for cooperation and taking turns. Children also play significantly well independently and their behaviour is exemplary. They demonstrate the personal qualities that enable them to take responsibility for small tasks and develop exceptional skills for the future. Children are extremely confident and competent in communicating their thoughts and show a mature

response to taking responsibility about their own and others' safety. They patiently wait their turn on the trampoline, taking an active role in observing safety for the child currently jumping around. Regular fire drills help children understand the need to keep themselves safe.

All children show an exceptional understanding of the importance of following good personal hygiene routines. They gain an excellent understanding of healthy eating and of the importance in making healthy choices at snack and meal times. For example, children buy fruit during the afternoon fruit shop. Specific detail helpfully informs parents about providing balanced and nutritious lunch boxes. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out. As a result, they are significantly engaged in learning that regular exercise is part of maintaining a healthy lifestyle.

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	1
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
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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	1
The extent to which children make a positive contribution	1
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 compulsory part of the Childcare Register are:

Not Met (with actions)

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 compulsory 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 section of the report (Certificate of registration). 15/08/2012

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 section of the report (Certificate of registration). 15/08/2012