

# Barracudas

Inspection report for early years provision

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**Unique reference number**

EY442332

**Inspection date**

14/08/2012

**Inspector**

Daphne Prescott

**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.

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## Description of the setting

Barracudas opened in 2012. It is one of 28 activity camps run by Young World Leisure Group Limited. The activity camp operates in Patcham High School in Brighton, West Sussex. They use several classrooms, studios, the gymnasium and the swimming pool. Children have access to the enclosed outdoor playing fields.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The camp operates each weekday for four weeks during the summer holidays from 8am to 6pm.

A maximum of 156 children may attend the activity camp, of whom 78 may be in the early years age range at any one time. There are currently 234 children on roll; of these, 35 are in the early years age group. Children attend different days and weeks. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 13 members of staff, of whom 50% hold appropriate early years qualifications. Some staff hold appropriate specialist instructor qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming setting, where the management and staff team promote children's safety extremely well. Children's learning and development needs are encouraged through a good variety of activities and social interaction. However, snack times are not effectively organised to further promote the development of children's social skills. Excellent relationships are in place with parents. The setting offers an extremely inclusive service, supporting all children to participate in all activities, which meet their individual interests. The management and staff team wholeheartedly embrace the process of self-evaluation and demonstrate a positive attitude towards continuous improvement.

## What steps need to be taken to improve provision further?

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

- re-organise the snack time routine to enable children to further develop their social skills.

## **The effectiveness of leadership and management of the early years provision**

The management and staff team work together as a motivated team to offer the best possible care to the children. Staff have an excellent knowledge of safeguarding issues and understand the reporting procedures to follow, should they have any concerns about a child. Effective systems are in place to ensure children's safe arrival and departure. Rigorous staff recruitment procedures mean that staff are suitable to care for children. There is an induction system in place for all members of staff. This gives them good knowledge and understanding of their roles and responsibilities, which successfully supports the welfare of the children. The management and staff use risk assessments extremely effectively to monitor safety issues indoors and outdoors. This reduces any possible hazards and safeguards children exceptionally well. The setting maintains comprehensive records and documents. These meet requirements and further help to support children's safety.

Children have access to a good range of play equipment, which is easily accessible and promotes their independence. The varied range of activities provided encourages all children's enjoyment and participation. Children are involved in discussions, suggesting future activities to extend their individual interests. For example, they discussed what they would like to be when they grow up. Many children talked about being a fire person, so the local fire brigade is visiting the setting. Equality and diversity practices are outstanding. The atmosphere is inclusive and cultural diversity is valued and respected. The staff ascertain the children's home languages and use key words to settle them in. Children are intrigued to learn the word for 'hello' in other languages, and they make flags for the countries where they have lived and places that they have visited. Staff work closely with parents and act on guidance from other professionals supporting children with additional needs. This results in good continuity of children's experiences during their time at the setting.

Partnerships with parents are exceptionally well established. Parents complete a detailed registration form, which helps staff to develop a good understanding of each child's background and favourite activities. The parents have access to a comprehensive manual, which contains the company's policies and procedures, so they are fully aware of the service provided. They receive an abundance of information about the activities that their children can access at the setting via the company's website and brochures. They receive an email each evening informing them about their child's activities for the next day. Parents receive verbal feedback at the end of each day about their child's participation in the activities. They also receive a booklet containing observational notes about their child's learning and development. This also includes any progress that the children have made during their time at the setting. The setting encourages the parents to pass this information onto the schools that their children attend. This helps to benefit the children by ensuring continued progression of care, learning and development. Parents' written comments show their extreme delight in the quality of care and activities provided by the setting.

The management and staff team self-evaluate their provision to provide the best outcomes for all children in their care. They show dedication to their role and responsibilities, which enables them to provide good quality care, alongside a stimulating and fun learning environment. The setting takes into account parents' and children's views to further shape the provision.

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

The setting is very welcoming; children arrive with great excitement and are eager to play. The management and staff team thoroughly enjoy their work, and therefore they have created a fun, happy environment for the children. They promote children's learning and development well. Children have many choices, self-select activities that they would like to participate in and lead their own play. Staff interact very well with the children. They are interested in what the children have to say, as they talk about their activities and listen carefully to their suggestions.

Children engage in a wide range of activities that staff plan to help them have great fun during the school holidays. They enjoy a good balance of adult- and child-led activities, which allows them to be independent, imaginative and take an active part in their own learning. Children thoroughly enjoy playing doctors, developing their imagination as they use the props provided to listen to their heartbeats. They have a fun time developing their mathematical understanding and skills for the future, as they play number games. Children enjoy piecing together the large world map puzzle, as they excitedly explore where different people live. They spend time with construction toys, developing their skills as they build intricate train tracks and bridges. Children show great interest in art and craft activities. They spend time drawing and writing, which helps to develop their early writing skills. Children have a great time making rockets out of plastic cups and sticky tape, and develop their imagination further as they turn their rockets into aliens.

Children are learning about the benefits of a healthy lifestyle. They thoroughly enjoy plenty of physical activity, which aids active lifestyles. For example, children have great fun jumping on the bouncy inflatable and playing tag rugby outside in the fresh air. They have regular opportunities to swim in the school's swimming pool, which they immensely enjoy. Effective discussions take place about healthy foods and children make healthy choices when they buy fruit from the fruit bar. This builds on their knowledge of eating healthily. At snack time, children are encouraged to pick something to eat from their packed lunch provided by their parents. However, the organisation of snack time does not promote children's social skills, as they do not always sit down to eat their snack. Staff skilfully encourage children to take safe risks as they play, thus enhancing their role in managing their own safety. Children are extremely confident in explaining the safety rules when taking part in daily activities. For example, they describe how you must wear your safety mask when fencing with foam swords, and stand behind the blue line if you wish to take off your mask. Children fully understand

the importance of being escorted to the toilet and walking in line to other activities around the school building. They take part in regular fire drill practices to ensure they are aware of the need to get out of the building quickly, to keep themselves and others safe. Children are consistently busy and interested in what they are doing, which results in respectful, calm and outstanding behaviour. Staff are positive role models who encourage enthusiasm and respect, and promote children's self-confidence extremely well. Children listen to staff and each other, ask questions and request help when needed and share equipment and take turns exceptionally well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of safeguarding	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
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: Met

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