

Super Camps At St Francis' College

Inspection report for early years provision

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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 St Francis' College is a multi-activity holiday club which is privately owned by Super Camps Ltd and was registered in 2012. It operates from the lower prep school and kindergarten areas within St Francis' College, Letchworth, and children have supervised use of a variety of rooms and outdoor spaces on the premises. The setting serves the local area and surrounding villages. There are fully enclosed areas available for outdoor play.

The setting is registered on the Early Years Register to care for a maximum of 36 children in the early years age range at any one time, none of whom may be under four years old. It is also registered on the voluntary part of the Childcare Register for children up to the age of 14. The setting is open Monday to Friday from 8am until 6pm during school holidays only. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs appropriate levels of childcare staff. The manager and early years staff are qualified to level 3 or above and are supported by other staff who have appropriate sport-based qualifications and experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a welcoming and safe environment in which children feel confident to explore the wide range of activities provided. Children clearly enjoy their time at the camp, while effective practices and procedures ensure that they make good progress in their learning and development. Some partnership working is effective and staff build trusting relationships with parents and carers to keep them well informed about their children's time with them. Overall, skilful leadership, effective monitoring of practice and detailed self-evaluation systems ensure that plans for the future are well targeted and that improvements continue to be made.

What steps need to be taken to improve provision further?

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

- develop further the use of observations and assessments to demonstrate how children's next steps are identified
- analyse further the deployment of staff to ensure that it is flexible enough to respond to the individual needs of the children
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other.

The effectiveness of leadership and management of the early years provision

The staff team demonstrate a high level of awareness with regard to promoting children's safety. Comprehensive awareness of safeguarding issues among staff ensures that children's welfare is prioritised. Staff attend training in child protection and are aware of the contact numbers for reporting concerns should they occur. Robust recruitment and vetting procedures, including the induction of staff, ensure that staff are suitable to work with the children. Children's well-being is mostly enhanced by the comprehensive policies and procedures in place. For example, staff are very vigilant about visitors and others working on the premises. They confidently challenge anybody unknown to them, further promoting the children's safety. However, although the correct staff ratios are maintained, staff are not always deployed effectively to fully meet the individual needs of the children, potentially reducing children's enjoyment and interest in the activities.

The camp demonstrates a high level of commitment to improving the outcomes for children. Management and staff continually monitor their practice and demonstrate a positive attitude to the inspection process. Parents and children are asked to complete questionnaires and share their views about the camp, which contributes to evaluating practice and driving improvement. The camp provides a stimulating environment where children can relax and enjoy their school holidays. A wide range of resources and activities are provided, enabling the children to explore an array of new and stimulating experiences. For example, with support and encouragement from staff they become more confident in walking across the rope bridge until they can manage independently and smile with delight at their achievements. Staff have an effective understanding of anti-discriminatory practice, enabling them to provide a service which is inclusive for all children and their families.

Good partnerships with parents ensure that all essential information is shared. Information brochures, a detailed website and documentation stored on camp ensure that parents are fully informed about the camp's policies and procedures and the activities their children have enjoyed throughout the day. The camp broadly works with other agencies to meet the needs of the children, parents and carers. However, they have not fully developed the partnerships with other settings and schools that children attend in order to promote consistency in their care and learning.

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

Children make good progress in all areas of learning because the staff use their childcare knowledge to extend their learning and development. The completion of an 'all about me' form at the start of camp ensures that staff are aware of the children's interests, likes and dislikes. Observations are then used to record children's achievements. However, there is limited evidence to demonstrate how children's next steps in progress are identified to plan for their continued

development. Staff recognise that the children are on their school holidays and therefore the focus is very much on encouraging their learning in a relaxed and enjoyable manner. For example, 'time for me' sessions are built into the routine to enable the younger children to access free-play activities in their base room. Story and art activities are also incorporated into the afternoon sessions to enable the children to be less energetic while still being interested and stimulated.

Children's learning is encouraged through a range of activities. For example, they enhance their knowledge and understanding of the world as they participate in a theme about Red Indians. They express their creativity as they make masks and use different materials, such as tissue paper and twigs, to make pictures of camp fires. They also use their imaginations to act out scenarios about the Red Indian way of life. They use magnifying glasses to explore and investigate objects, such as shells, and develop their mark-making skills as they draw their interpretation of the story being told by staff. Children enjoy their time at the camp and build trusting relationships with the staff and each other. They learn about behavioural expectations and the positive role modelling displayed by the staff helps them understand the consequences of their actions. Registration time is used to test children's knowledge about the expectations in place as they, for example, list sharing and listening as the skills needed. Staff actively help the children learn about the society in which they live. Labelling in different languages and themes focusing on the Olympics all develop children's understanding of the wider world.

Children's health and welfare are successfully promoted as the staff take effective steps to minimise the spread of infection. For example, staff encourage the children to put their used cups in the correct pile while discussing the reasons why and how otherwise it would not be very pleasant for their friends. Parents are given information about the contents of a healthy packed lunch and children are encouraged to eat the savoury items before anything else. They are also becoming aware of how their bodies function as they state that they are 'puffed out' at the end of a game of 'unihoc'. At the camp there is a strong emphasis on the children learning about their own safety and that of their friends. For example, they are reminded why it is not safe to go under the trampoline when it is in use and that snacks must not be shared with their friends due to allergies and particular dietary requirements.

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