

Camp Adventure

Inspection report for early years provision

Unique reference number	EY431094
Inspection date	21/08/2012
Inspector	Lara Hickson
Setting address	Sidcup Leisure Centre, Hurst Road, SIDCUP, Kent, DA15 9AE
Telephone number	02083 020 556
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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

Camp Adventure play scheme registered in 2011. It operates from Sidcup Leisure Centre, Sidcup, Kent. It is open during all school holidays, except Christmas, from 8am to 6pm. It has use of a large sports hall and uses a swimming pool for supervised swimming activities. It does not have an outside area but uses several local parks for outdoor activities.

Camp Adventure is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is registered for 40 children under eight years, of whom eight may be in the early years age group. There are currently 11 children on roll in the early years age group. Older children also attend the play scheme. Children attend for a variety of sessions. The play scheme supports children with special educational needs and/or disabilities. Five members of staff work with the children, three of whom are qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work well together to provide children with a welcoming, relaxing environment. Children participate wholeheartedly in the range of activities, supported and encouraged by the enthusiastic staff team who demonstrate a good awareness of how children learn and develop. However, resources are not always easily accessible to allow children to make independent choices about their play. Staff have a positive attitude towards inclusion and have established effective communication systems with parents and carers. Effective systems are in place to evaluate the setting and the setting's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- improve the organisation of resources and materials so children can make their own choices.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff demonstrate a good understanding of their responsibilities regarding safeguarding and know what to do if they have concerns about a child. Staff understand and follow the safeguarding policy which includes the procedures to follow if an allegation is made against a member of staff. There are rigorous recruitment procedures in place that help ensure staff are suitable to work with children. Staff take positive steps to maintain a secure and safe

environment for children. There are comprehensive written risk assessments in place which are reviewed periodically to help ensure that any hazards or risks to children are kept to a minimum. The play scheme is safe and secure and systems are in place to ensure that children cannot leave the premises unsupervised. There is a good range of resources for all ages. However, due to storage limitations children cannot access all resources by themselves. This limits their ability to make independent choices about their play.

Staff demonstrate a positive approach towards inclusion. They work in effective partnership with parents to fully meet the individual needs of all children. Detailed information of individual requirements is recorded on child registration forms. A member of staff is based on reception at the start and end of each session which enables liaison with parents on arrival and at collection times. Staff build positive relationships with the children and are aware of their characters and individual requirements. The play scheme introduces children to different countries and cultures through topics to promote their understanding of the world around them. For example, children enjoy making papier-mâché globes and pizzas. There are effective systems in place for caring for children with special educational needs and/or disabilities. Staff are aware of the need to work in partnership with agencies and other providers, where required, to promote consistency in a child's welfare and learning.

Staff are keen to develop their practice and improve outcomes for children. For example, they meet with staff in linked schemes to share good practice. They have effective self-evaluation systems in place to evaluate the provision and identify areas of strength as well as areas for development. They encourage children and parents to share their views about the play scheme so that improvements can be made. Staff keep parents fully informed about their child's welfare and day through daily discussion. Parents report that they are happy with the care and activities enjoyed by their child at the play scheme.

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

Children are happy and settled in the warm, welcoming environment and show they feel safe and secure. They are forming positive relationships with their peers. Staff are caring, friendly and interact very well with the children. They demonstrate a good understanding of the Early Years Foundation Stage framework and of how young children learn and develop. As a result, although the play scheme is sports based staff still take account of the learning and development requirements and provide a varied range of activities to complement children's experiences elsewhere.

Children enjoy a good range of activities, both within the setting and on outings in the local community. They are encouraged to develop their language and communication skills because staff talk to them continually and makes time to listen to their responses. The enthusiastic staff team support children well in their play and learning. They actively support children in a wide variety of activities,

promoting children's confidence and effectively building their self-esteem. For example, they help children work out how much money they need for the vending machine. Staff give children good opportunities throughout the day to choose different activities and timetables and plans are altered to take account of children's views.

Children's health and well-being are promoted well. For example, children have regular opportunities for fresh air and exercise on walks. Regular outings to the local park and to The Glades are planned in the weekly timetable. Children learn about healthy lifestyles as part of their daily routine. This includes good hygiene procedures, such as washing their hands prior to eating and after using the toilet. Children bring a packed lunch or order a cooked lunch from the canteen and staff promote healthy eating through discussion and through cooking activities. Water is available throughout the day for children to access independently. Children are aware of the affects of exercise and warmer weather on their bodies. For example, during a gymnastic session many children help themselves to water and explain that they are hot and thirsty. Fire evacuation procedures are practised regularly with the children to ensure that they are aware of what to do in the event of an emergency. Children respond positively to instructions from staff and quickly learn the rules of the play scheme. Staff support children to develop a sound awareness of how to stay safe. For example, they explain the rules of how to play safely on large equipment, such as trampolines and balancing beams.

Staff demonstrate a positive attitude towards managing behaviour. They encourage children to behave appropriately through gentle reminders and through activities that develop social skills, such as sharing and turn taking. Behaviour management is good and clear strategies are in place for children to learn about appropriate behaviour. The staff team discusses any inappropriate behaviour with children at a level appropriate to their age and stage of understanding. Staff continuously encourage good manners and turn-taking which helps the children to establish close relationships with their peers. For example, during an arts and craft activity where children enjoy making papier-mch globes staff sit with the children and talk about children working as a team together.

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 compulsory part of the Childcare Register are: Met

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