

Super Camps at Burford School

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).

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 Burford School registered in 2012. It is one of a large number of activity based holiday play schemes run by Super Camps Limited. The play scheme operates from Burford School, which is located in the village of Burford, Oxfordshire. The intake of children comes from the surrounding rural area. Children have use of a range of play facilities, which includes classrooms, sports halls and several outdoor areas within the school site.

The play scheme is registered on the Early Years Register and the voluntary part of the Childcare Register. Children from the age of four years up to 14 years may attend and up to 36 children may be in the early years age group at any one time. There are currently 10 children in the early years age group on roll and 20 older children. The play scheme operates in school holidays on weekdays from 8am to 6pm. Sufficient staff are employed to run the play scheme depending on numbers of children attending. Staff who work with the children in the early years age range have suitable qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children receive a warm welcome at the play scheme from staff who are able to meet their needs effectively. Staff successfully weave all areas of learning into the programme of activities to help children make good overall progress in most aspects. Staff are attentive to health and safety procedures to protect children's welfare. Staff build effective partnerships with parents so that children receive continuity in their care. Reflective practice takes place at several levels so that staff consistently evaluate their standard of work. This demonstrates a strong capacity for them to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the support to children's developing literacy skills and interests by extending the range of books.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a responsible attitude to safeguarding children. They understand the child protection policy and know how to pass on any concerns. Staff have strong support from head office to help ensure procedures, such as safe recruitment of suitable staff, are embedded in practice. Staff are well organised

and follow consistent practice for checking that the environment is safe for children. They follow procedures, for example, to collect additional helpful information from parents if someone different is collecting a child. Staff make additions to the record of risk assessment as new issues emerge, which may pose a hazard to children. This demonstrates their positive attitude to minimising potential risks to children's safety. Staff protect children's health effectively, with well-established daily practices, such as recording and reporting on minor accidents or being aware of any allergies.

Staff follow a number of successful methods of evaluation. They listen to contributions from children on their opinions of the activities and parents receive encouragement to complete feedback forms. This brings positive benefits to the children since they access a growing range of activities. Staff reflect thoughtfully on the programme while it is running. They also respond speedily to actions set by senior staff monitoring standards on site visits. These practices reflect well on the positive attitude of staff and managers to driving improvement.

Parents can access a broad range of helpful information using a web site and viewing displays. Parents write and comment on the friendly approach of the staff, stating children come home 'tired but happy'. Staff make themselves available to talk to parents at the start and end of each day. This helps to create an effective dialogue for sharing information about the children's care and achievements. The children's colourful artwork provides parents with examples of how children are spending their time. There are no children currently attending who require additional support from outside agencies. The staff understand their role in working in partnership with others should the need arise. Specific information about children's learning needs comes to staff direct from parents as the play scheme operates in school holiday times.

Staff organise the day and the resources effectively to offer children variety. Although the play scheme's head office provide the weekly planning sheets, the staff sensibly adapt daily plans to suit the needs of the children attending. Staff introduce topics to help children develop positive attitudes to people from different cultural and racial backgrounds. Staff make effective use of company resources, which they monitor to make sure they are in good condition. They also use their initiative to extend the variety using their own resources, for example by making an attractive quiet area for rest. Overall, this offers good coverage of the areas of learning. However, there is a lack of a wide selection of books to suit children's interests and abilities.

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

Children show an enthusiastic attitude to adopting healthy lifestyles. They are keen to take part in energetic activities, sometimes trying new games like golf. In a short time, due to good staff support, they improve their ability to hit a ball accurately towards the flag. Children demonstrate a successful understanding of healthy eating. Lively conversations take place as they make placemats for lunchtime, which depict a variety of nutritious foods. Children follow effective hygiene routines to keep themselves in good health. They enjoy action songs at group time at the start of the day, to warm up and stretch their muscles. This

welcome time also provides a good opportunity to discuss how they are feeling each day and helps create a sense of belonging. Children share a visual timetable of the day so all feel secure in what is happening. They are confident in contributing their thoughts and choices. Children behave well and are readily able to suggest ideas on how to stay safe. They know, for example, the rules about not running as they move to another part of the school site. Children learn to play safely as they use equipment, swinging their plastic golf clubs low so friends are not hurt. Many activities involve cooperation and teamwork to make them successful. Children demonstrate this well as they lift a parachute together or create a decorative display. During a recent themed week on the Olympic Games, staff encouraged children to talk about values like courage and respect. An attractive mural illustrating the crowd of spectators at the games thoughtfully includes paint reflecting different skin tones.

Children are making good overall progress in many aspects of their learning and development. Staff have a good understanding of how the planned programme of activities links to different areas of learning. Children receive a good balance in the day of adult-led activities and child-initiated free play. They show their creative skills as they make a wizard's castle or a colourful collage. Children use natural materials like seed heads, leaves and twigs to design pictures linked to themes. They use resources responsibly, creating dens and model boats from recycled materials.

Children are enthusiastic learners, which contributes well to developing skills for their future. They show imagination and good problem solving techniques to suggest to staff how to make a plastic rocket fly. Great cheers take place when their ideas contribute to a successful launch. Staff enthusiasm for the activities pays great dividends in making the children's time enjoyable. Staff record observations of the children's achievements, partly to share with parents and partly to ensure they are monitoring development across all areas consistently. Children use early mathematics as they play 'shape detectives', hunting for familiar shapes in the environment. They record their findings, developing their writing skills. Children also develop good communication skills, with frequent conversations with staff and peers. Name labels and notices successfully reinforce children's understanding of print.

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