

# Super Camps at Sir William Borlase's Grammar School

Sir William Borlases Grammar School, West Street, MARLOW, Buckinghamshire, SL7 2BR

<b>Inspection date</b>	31/10/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and settled and form good relationships. They have a broad range of play activities to enjoy inside and outdoors.
- Children are aware of their own safety. They behave very well and have fun.
- The holiday camp complements children's ongoing development through well-planned activities which span across the seven areas of learning.
- Children have regular opportunities to take part in physical play indoors and outside and consequently benefit from fresh air and exercise.
- Children are supported by staff who have a good understanding of children's development.

### It is not yet outstanding because

- The holiday camp has not yet fully extended their evaluation of practice to more purposefully plan their priorities for the future and utilise staff skills.
- Staff do not consistently structure activities effectively in order to offer children more opportunities to enhance their relationships, initiate conversations with one another and participate more in the roles they play within the sessions.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children interacting with the staff and engaged in their play.
- The inspector sampled the holiday camp's documentation.
- The inspector engaged in discussions with the staff.

## Inspector

Aileen Finan

## Full Report

### Information about the setting

Super Camps at Sir William Borlase's Grammar School registered in 2012. It is one of a large number of holiday care schemes run by Super Camps Ltd. The holiday camp operates from various areas within the school, including the sports hall and classrooms. The extensive grounds are also used for outdoor activities. The holiday camp is open from 8am to 6pm each day during the school holidays. The holiday camp is registered on the Early Years Register and the voluntary part of the Childcare Register. Children attend from the local surrounding areas. There are three members of staff; one of whom holds an early years qualification and another is a qualified teacher. Currently, there are nine children in the early years age group on roll.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- support children further in their play activities so they can share experiences, have more opportunities to initiate conversations in order to extend their relationships, plan how they will participate in activities and the parts they will play in these
- extend the evaluation of the provision overall to take into account the views of staff, children and parents; and further enhance the systems to develop practitioner's skills and plan their priorities for the future.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The holiday camp provides children with a broad range of resources and activities which support their learning and development across the seven areas of learning. These offer children valuable and interesting experiences which they are eager to join in with. For example children enjoy team games where they run through cones and kick footballs. This demonstrates their physical skills and promotes their development of coordination and control. They listen attentively to their instructions and develop relationships with one another in other activities. For example, children are able to explain the rules of a game to the remaining group and delight together as they play 'cat and mouse' or 'sharks'. These team games demonstrate children's willingness to play together as a group and form relationships.

Staff plan activities effectively. However, fewer opportunities are set for children to engage and initiate conversations early in the day, share experiences or plan how they will independently take part in the session, or offer their ideas and suggestions. Staff organise the holiday camp well. Children are able to enjoy activities tailored to their needs, understanding and abilities. Each afternoon the children enjoy 'time for me' group sessions which offer choices in story time, art and craft and music for example. Staff are aware to plan for children needing additional support or how to adapt activities to meet the needs of the individual children attending on a day-to-day basis. Staff do not conduct formal observations on the children but thorough planning of each activity ensures that children receive a broad and stimulating experience to engage with during their time at camp. Staff

have a good understanding of each child through the information provided by parents and collated by staff through their head office.

Children feel valued. They have good relationships with their key person who cares for them and as a result they are settled and behave very well. They demonstrate a thorough understanding of the routines of the day and benefit from group time when they discuss safety aspects, such as fire drills, to promote their own safety awareness. Children settle well into each activity and listen carefully as staff talk. They feel valued and have fun. As a consequence, the holiday camp is able to promote children's learning and development and therefore, children display progress which is appropriate for their age and stage of development.

### **The contribution of the early years provision to the well-being of children**

Children demonstrate that they are happy, content and safe within the care of the staff at the holiday camp. They have warm relationships with the staff who look after them. The stimulating and well-resourced environment, indoors and outside, offers children a broad range of experiences to play and have fun. Staff plan activities effectively. Children enjoy a broad variety of physical play indoors and out and therefore benefit from fresh air and physical exercise, promoting their well-being and health. Children behave very well; they understand their routines and cooperate with these willingly. Safety at the camp is very important and children listen attentively as staff explain the rules of games or their routines. When walking from one area to another, children do so responsibly, demonstrating their understanding of their own safety.

Children understand the importance of healthy eating and enjoy nutritionally balanced meals and snacks provided for them by their parents. They understand their own hygiene routines; for example, the need to wash hands prior to eating. Children take lunch and snack breaks in the dining area where they can socialise with each other. Mealtimes are vibrant and offer opportunities for children to chat and rest before taking part in the afternoon activities.

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

The holiday camp staff fully understand their responsibilities to safeguard the children in their care. All staff are assessed for their suitability to work with the children, including completing a Criminal Records Bureau disclosure. Each member of staff completes safeguarding training as part of their initial induction procedure. They are aware of the procedures to take should they have a concern about a child. The key person responsible for the children holds a current first aid qualification and therefore takes the lead role in

dealing with any accidents or administering any medication. Parents understand the policies and procedures which support children's health, safety and well-being. Staff further support children's safety by the robust risk assessments for the environment and activities.

The holiday camp evaluates their practice regularly during their opening holiday periods to assess the success of the planned activities in line with the children's ages and abilities. They are aware of the strengths of their provision, in particular the environment which is highly conducive to planning for the children's enjoyment and range of activities provided. As yet however, they have not extended this evaluation to further engage with children's views and the suggestions of parents, therefore further enhancing their priorities for the future camps. Nevertheless, key person staff are motivated to secure ongoing improvement and work well together in supporting the children attending. Staff have a clear understanding of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. However, the evaluation of the provision and the ongoing appraisal system does not fully include further training to develop staff skills on an individual level.

The holiday camp has a good understanding of their responsibilities to meet the learning and development requirements. Effective planning across the week includes activities which complement all seven areas of learning. The holiday camp is therefore able to support children as they progress towards the early learning goals. There are exciting activities and play resources which help children to actively explore. Children attend from the surrounding area and a variety of schools. There are no formal partnerships with these but the holiday camp is aware of the necessity to work with other agencies to support children with any particular needs. There are systems in place to promote the support given to children speaking English as an additional language, or children with special educational needs and/or disabilities. The holiday camp also has good relationships with the school where they are based during the holiday periods. The partnerships with parents are positive and parents are happy about the care their children receive. Overall, children are having fun and growing in their independence. They are developing securely within the typical range for their age groups.

### The Childcare Register

The requirements for the voluntary part of the Childcare Register are

**Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY443786
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	794895
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 5
<b>Total number of places</b>	36

<b>Number of children on roll</b>	9
<b>Name of provider</b>	Super Camps Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01235 832 222

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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