

Super Camps at St Peter's School

St. Peters School, Clifton, YORK, YO30 6AB

Inspection date

Previous inspection date

30/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 arrive motivated and eager to engage in activities, building firm friendships and experiencing a wide range of learning opportunities.
- Staff plan a range of fun and challenging activities, supporting children to develop in all seven areas of learning.
- Staff are confident in their roles and understand their responsibilities. They keep children safe and support children to understand their own personal responsibilities.

It is not yet outstanding because

- There is limited provision for tired children to be comfortable when they want to rest and relax.

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 in the main hall, dining hall and the early years classroom.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the manager and the early years coordinator.
- A range of documents were inspected including planning, observations, Criminal Records Bureau disclosures, children's contact details and permission forms.
- The inspector spoke to several parents at the inspection and took their views into account.

Inspector

Laura Hoyland

Full Report

Information about the setting

Super Camps at St Peter's School is privately owned and managed by Super Camps Ltd. The setting registered in 2012 and operates from St Olave's at St Peter's School in York. The setting uses several classrooms, main hall, dining hall and the school's swimming pool. All areas are accessible to all children, and there is an enclosed area available for outdoor play. The setting opens Monday to Friday during school holidays from 8am until

6pm. Children attend for a variety of sessions. The setting is registered on the Early Years Register and voluntary part of the Childcare Register. There are currently 29 children on roll of which 10 are in the early years age range. The setting employs four members of staff. Of these, all hold appropriate qualifications at degree level.

What the setting needs to do to improve further

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

- provide a comfortable area where children can rest and relax during the day.

Inspection judgements

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

Children arrive at the setting eager to start their day. They find their friends and staff support new children to make friends, buddying them up to support each other to settle and learn the daily routine. This supports children to gain confidence and develop their social skills.

Staff follow a well-planned activity schedule which covers all seven areas of learning. They adapt activities to meet the needs of individual children and provide them with adequate challenge to support them to progress towards the early learning goals. For example, children take part in a mini-olympics session where they practise running and jumping. Children are praised for their efforts and younger children are encouraged to try and jump while older children manage this competently.

Staff regularly observe the children and use the information to plan activities linked to their interests and stage of development. For instance, some children show their ability to count backwards. The early years coordinator supports this by planning team ball games where children practise catching a ball and counting backwards at the same time. This promotes children's physical, mathematical and concentration skills simultaneously. Other children enjoy 'me time' where they choose what they would like to play with and explore. For instance, some children work together with magnifying glasses to look for characters in books while other children play card games in friendship groups.

Staff understand their roles and responsibilities in providing learning opportunities to help children to progress in all aspects of learning and development. Children are encouraged to complete an 'All about me' sheet detailing their interests and what they would like to do at camp, this helps staff get to know the children attending. All staff are well qualified and understand how children learn and develop, giving confidence to parents leaving their

children for the first time. Staff discuss what they have planned for the day with parents and children as they arrive and at the end the day they share any observations they have carried out with children's parents. This means parents are involved in what their children are learning and are aware of the activities in which they are taking part.

Parents are pleased with how their children have settled. They discuss how much their children enjoy attending the camp and find the staff are very welcoming accommodating to their children's needs. They praise the staff and the range of activities available to the children.

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

There is a well-organised key person system in place, and children know who their assigned member of staff is during their time in the camp. They confidently talk to their key person and ask for support when required, for example when needing to leave the room to access the toilet and when they would like additional resources to explore.

Children are developing independence during their time in the camp. They pour their own drinks at snack time and independently wash their hands after creative activities and before meals and snacks. Children are also learning to dress themselves as they put on their coats for outdoor activities. However, some children become tired during the day and there is limited provision for them to rest and relax in comfort.

Health and exercise is a high priority of the staff and they promote many physical activities during the day. For example, children are given the opportunity to develop their swimming skills in the swimming pool onsite and they play a range of physical games, such as dodgeball, tag rugby and parachute games. This supports children to adopt healthy lifestyles as well as learning how to play cooperatively as a team.

Children are well behaved and respect each other. They have devised their own 'Super Camp' rules, which they discuss at morning registration. The children have also devised rules for the staff, which shows mutual respect between the children and staff. Children are well prepared for their transitions back to school after the holidays. They are developing social skills as they play and make new friends. They listen to and respect new staff, and children show their maturity as the older children take care of younger children, making the camp a friendly place for all children to enjoy.

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

All staff understand their roles and responsibilities. They are led by a manager who takes her role seriously and provides a stimulating and safe environment for all children. Staff caring for children in the early years age range have read and understand the revised Early Years Foundation Stage, planning a range of activities to ensure children's interests and stage of development are taken into account. Activities and learning opportunities are monitored by the manager, who helps staff to make changes if required. For example,

some planned activities are risk assessed and not safe to be carried out in wet weather. Therefore, these are adapted for children to enjoy inside.

The manager liaises with each member of staff at the end of each session. They discuss the day and reflect on their practice. This enables them to make continuous improvements to the quality of provision. The manager observes staff throughout the sessions and is able to clearly identify their strengths and areas for development in their practice. This shows a clear ability to help staff to develop their skills.

Children are kept safe in the setting because the staff and manager discuss rules and boundaries. Risk assessments are thorough, and the manager understands the policies and procedures of the camp well. She also understands what to do if she is concerned about a child's welfare and who to contact. All staff have received recent safeguarding training and know the identity of the designated safeguarding officer.

Staff work in partnership with parents, listening to their comments and making positive changes. For example, the weekly planning is displayed on the wall for parents to see and they feed back to all parents individually about their child's day. Parent feedback forms are available at all times and are sent home on the last day of camp with each child. Staff are aware of the importance of parent and child feedback to continuously improve the setting.

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
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

Unique reference number	EY445714
Local authority	York
Inspection number	798867
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	48
Number of children on roll	29
Name of provider	Super Camps Ltd
Date of previous inspection	Not applicable
Telephone number	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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