

# Campers Pre-School and Out of School Club

Dayrell Road, Camp Hill, Northampton, Northamptonshire, NN4 9RR

<b>Inspection date</b>	11/12/2012
Previous inspection date	10/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff have a good understanding of how to promote children's health and safety. Child protection procedures are given high priority.
- All children are warmly welcomed and are cared for in a nurturing and supportive environment. Staff ensure that all children feel included, secure and valued.
- Children are active learners. Staff successfully support children's ongoing learning and development through child-initiated and structured activities.
- Close links have been established with the adjoining school, which effectively aids effective transitions and partnership working.

### It is not yet outstanding because

- Systems to gather information from parents about their children's starting points on entry, in relation to their learning and development, are not fully established.
- The views of parents and children are not fully incorporated into the self-evaluation process, to further assist in identifying areas for improvement. In addition identified priorities have not yet been used to inform a clear development plan.

## **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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed the children, the pre-school and out of school club rooms and the outdoor play areas.
- The inspector held meetings with the provider and manager of the setting and spoke to staff and children.
- The inspector looked at children's learning journeys, tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents.

### **Inspector**

Ann Austen

## **Full Report**

### **Information about the setting**

Campers Pre-School and Out of School Club is one of two clubs, which is privately owned by the same provider. It was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile unit in the grounds of Hunsbury Park Primary School in Northampton. The pre-school and out of school club serves the local area and adjoining school and is accessible to all children.

Children have access to two playrooms, an enclosed outdoor play area and outdoor facilities within the school grounds.

The pre-school and out of school club employs seven members of staff. All staff, including the owner, have appropriate early years qualifications. The owner has an early years degree; five staff members have qualifications at level 3 and one member of staff has a qualification at level 2. The pre-school and out of school club opens Monday to Friday, all year round. Sessions are from 8am until 6pm during term time only. Children attend for a variety of sessions. There are currently 35 children attending the pre-school and 22 children attending the out of school club. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- improve opportunities for parents to contribute additional information about their children's starting points in their learning and development, for example by developing 'all about me' information
- extend self-evaluation by incorporating the views of parents and children, to assist in identifying areas for further improvement; use identified priorities to inform a clear development plan.

### **Inspection judgements**

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

Children are happy and develop positive attitudes towards learning as they play. They are busy, active learners. Observational assessment is used to identify learning priorities and tracking systems demonstrate that children are making good progress in their learning and development, in relation to their starting points. This ensures that children are developing the key skills needed for the next steps in their learning, including school where appropriate. Staff provide a well-organised, welcoming environment where children can choose from planned activities and help themselves to toys and resources to support their play. Consequently, children confidently move around to investigate the activities and resources.

Staff readily support children in their chosen activity. For example, children watch with interest as staff demonstrate how to thread the beads and then eagerly try for

themselves. As a result, children develop concentration and perseverance skills; they are proud of their achievements. Children's language development is given high priority. Staff encourage children's communication skills through effective interactions. For example, staff talk to the children, comment on what they are doing and ask questions to encourage their thinking. Children are encouraged to listen at group times. Older children are able to confirm the day of the week and talk about the weather. Children look at books for enjoyment and older children listen to stories with increasing attention; anticipating and repeating familiar phrases. Children make marks as they draw and paint and name cards are used to help children begin to focus on the meaning of print.

Children are learning to count and solve simple problems as they complete puzzles. Older children are beginning recognise numbers as they play. They have regular opportunities to use their imagination through art and design, music, dance and role play. Children paint, create collage pictures and make models out of construction resources. They play alongside one another at the doll's house and act out real and imagined events, for example pretending to be Father Christmas in the role play area. Children sing songs and enthusiastically create sounds by banging, shaking and blowing musical instruments. They learn to distinguish between loud and soft sounds. Young children operate mechanical toys, turning the knobs to activate letter sounds. Older children competently use the computer, creating and naming different shapes within a simple painting programme. Children are provided with a good range of activities, which promote their hand-to-eye coordination and strengthen their small muscles. For example, they manipulate dough and handle tools, such as paint brushes and scissors.

Children are developing their understanding the local community and the wider world. They visit the local doctor's surgery, celebrate festivals such as Hanukkah and Easter and listen to stories in Polish. This is reinforced further by the staff who provide a good range of resources and wall displays to represent children's diverse backgrounds, including those with disabilities. Children at the out of school club relax and have fun after a busy day at school. They sit quietly and watch appropriate television programmes, participate in craft activities, play board and interactive games and use the outdoor play equipment in the school grounds to extend and develop their physical skills.

The key person system supports effective links with parents and carers. Staff obtain information about the children's likes and comfort items at the start of the placement. However, this does not include opportunities for parents to record or discuss more detailed information relating to children's achievements in their learning and development. Consequently, parents have fewer opportunities to contribute to the initial assessment process. Management and staff effectively communicate with parents on a daily basis and parents have regular opportunities to view their child's learning profile folder and to contribute information about their ongoing achievements at home. Opportunities are provided for parents to become involved in their child's learning and development, for example parents are invited to consultation evenings and 'stay and play' sessions.

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

Management and staff are committed to ensuring that the service provided is inclusive for all families. All children are treated with respect and as individuals and receive attentive care and support. This increases their sense of well-being and promotes their emotional development well. Parents' views about their children's care needs and appropriate permissions are obtained at the start of the placement. As a consequence, the staff have an understanding of each child's background and requirements. This helps to ensure continuous and consistent care for the children. Flexible settling-in arrangements successfully aid transitions from the children's home to the setting. Children are well prepared for the next steps in their learning because transitions with the adjoining school are effective, for example, staff share informative information about the children's progress and attainment levels across all areas of their learning and development. Clear procedures are in place to record and monitor any accidents and for the safe administration of medicines. As a result, children's health and well-being is promoted.

Children are happy and form close bonds and secure attachments with all staff at the pre-school, including their key person. Staff interact well; relationships are warm and caring and children confidently approach staff for cuddles and reassurance from the staff as required. Children develop positive friendships as they play alongside one another and sit together at snack time. This effectively expands their social experiences and confidence. Children complete self-care tasks for themselves in order to develop their independence. For example, children put on their coats for outdoor play, independently select resources and help to wash up their utensils after snack.

Children receive praise for their efforts and achievements, which successfully promotes their confidence and self-esteem. They learn about what acceptable behaviour is and how they need to be kind and thoughtful towards others. For example, children learn to share resources and to wait patiently to take their turn on the computer. Staff provide safe surroundings in which children have the freedom to move and develop their play and ideas. Children are taught to recognise dangers and how to remain safe. For example, children learn how to cross the road safely and that ice on ground can be dangerous.

Staff promote children's health well. They provide healthy meals and snacks and advise parents on healthy packed lunch options. For example, children attending the breakfast club are offered a choice of cereals, yoghurts, fresh fruit, crumpets and toast and children at the pre-school enjoy a good variety of fruit for their snack. Outdoor play in the fresh air features daily in the setting's routines. Children enjoy being physically active and develop skills in coordination, control and movement. For example, children run and jump up and down to keep warm on a cold day, climb on the climbing frame, play and wave ribbons as they dance and move their bodies to music. Every day routines, such as hand washing, develop children's self-care skills and their understanding about good hygiene practices. Staff explain that this is to prevent the spread of germs.

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

The management team demonstrates a clear understanding of the legal requirements in relation to the safety and welfare of children and their learning and development. They

have a good overview of the curriculum and effectively monitor assessment and planning processes and the quality of teaching. Staff appraisals are carried out to identify training needs and supervision enables staff to discuss any concerns and issues.

Management and staff are committed to providing good quality care and educational experiences for all children in their care. They demonstrate a professional attitude towards their work. Self-evaluation is used to highlight the setting's strengths and weaknesses. However, this does not regularly include the views of parents and children and identified priorities have not yet been used to inform a clear development plan. Consequently, clear targets have not been set in order to secure further improvements. The action and recommendations raised at the last inspection have been addressed and as a result, the setting holds information about who has legal contact and parental responsibility for each child, children are now effectively supervised in the outdoor play area, written risk assessments contain greater detail and observational assessment has improved.

The safety of the children is given high regard. Vetting and induction procedures for all adults who work, or come into contact with the children are secure. This ensures that all staff are checked before they have unsupervised access to children. Management and staff are clear about their responsibilities towards protecting children from harm and neglect. They are fully aware of the potential signs of abuse and the procedures to follow should they have any concerns about a child in their care. Risks of accidental injury are minimised during indoor and outdoor activities because staff supervise the children well and carry out daily risk assessments. The premises are secure, staff closely monitor the arrival and departure of the children, who are collected by authorised adults and a record of visitors is maintained.

Management and staff develop positive relationships with parents and other professionals involved in supporting the children's care and education in order to ensure that all children receive consistent and complementary care. For example, expert advice is sought from the special educational needs co-ordinator and newsletters are translated to ensure families who speak English as an additional language are fully included in the life of the setting.

Parents speak positively about the provision. Close links have been established with the adjoining school, which successfully aids effective transitions and joint working. For example, information about the children's care and learning needs are exchanged on a daily basis and children are invited to join the Easter egg hunt and Nativity concert. Consequently, the children's range of experiences are broadened and appropriate relationships are developed with older children and the teachers at the school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

Unique reference number	220166
Local authority	Northamptonshire
Inspection number	818162



<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	42
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Maxine Rayne
<b>Date of previous inspection</b>	10/09/2009
<b>Telephone number</b>	07780 617763

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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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