

Super Camps At Quinton House

Quinton House School, Upton Hall, Upton Lane, Upton, NORTHAMPTON, NN5 4UX

Inspection date	08/04/2013
Previous inspection date	27/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The friendly and enthusiastic interaction between staff and children help them form secure attachments and effectively supports their emotional well-being.
- Children have fun, make new friends and participate in a suitable range of age-appropriate activities during their time at the camp.
- Safeguarding procedures are robust. Staff fully understand the indicator signs of abuse and neglect and are clear of their roles and responsibilities to protect young children.

It is not yet good because

- The entrance door to the sports centre is not always secure and staffing arrangements occasionally impact on the quality of the care provided. As a result, children's ongoing safety is compromised and their well-being is occasionally affected.
- There is scope to improve information gathered from parents about their child's interests and achievements before they attend the camp in order to further enhance the planning of activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the camps base room and associated facilities, including the outdoor play area.
- The inspector spoke to the area manager, the site manager, staff and children.
- The inspector looked at planning systems, a selection of policies and procedures and the children's records.
- The inspector discussed self-evaluation procedures.
- The inspector took account of the views of parents.

Inspector

Ann Austen

Full Report

Information about the setting

Super Camps at Quinton House was registered in 2008 and is one of 82 clubs managed by Super Camps Limited. It is registered on the Early Years Register and the voluntary part of the Childcare Register. It operates from the sports centre within the grounds of Quinton House School in Northampton. The camp serves the local area and is accessible to all children. Children have access to designated areas within the sports centre and outdoor play is provided in the school grounds.

The camp employs three members of staff. Of these, two members of staff hold appropriate qualifications, including one member of staff who holds qualified teacher status. The club opens during the school holidays only from 8am until 6pm. Children attend for a variety of sessions.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children are unable to leave the premises unsupervised and take all reasonable steps to prevent unauthorised persons entering the premises; this refers to the security of the entrance door to the sports centre
- ensure staffing arrangements meet the needs of the children at all times; this refers to the deployment of staff.

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

- devise ways to encourage parents to share what they know about their children; this refers to their interests and achievements before they attend the club in order to further enhance the planning of activities.

Inspection judgements

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

Children enjoy their time at the camp and demonstrate a positive approach towards their play. This is effectively supported by the cheerful interactions of the staff caring for them. Staff provide an appropriate range of activities, which effectively complements and

extends the learning children receive in school. However, staffing arrangements occasionally affect the care and learning provided. This is because one member of staff working with the early years children is awaiting an enhanced Disclosure and Barring Service check. Therefore, at the time of the inspection this member of staff was unable to have unsupervised access to the children. Subsequently, at times the children's play is interrupted because all children have to stop and leave what they are doing if, for example, if one child needs to go to the toilet.

Staff are beginning to make observations of the children in order to further identify and build on their current interests and skills, including the ongoing reinforcement of their independence and social interactions. Staff form appropriate relationships with parents. They communicate with parents on a daily basis. For example, there is a verbal exchange of information between the parents and staff as the children arrive and on collection they are informed about their child's time in the camp. However, systems to gather additional information about the children's current interests and achievements before they attend the camp are not fully established in order to further enhance the planning of activities.

Children form friendships, seek out others to share experiences and enjoy working together as a group. For example, they eagerly share magic tricks with their friends and work together to create large wall murals. Children enjoy being physical and active. They participate in mini Olympics, play parachute games and enjoy 'roller races'. Games, such as 'dodge ball' and 'sharks and fish' develop skills as they move with speed and control. This also improves children's knowledge and understanding of the rules of games. Children are encouraged by staff to explore new ways of moving. For example, they lie on their tummies and pretend to be fish splashing in the ocean and make their bodies into different shapes of the alphabet.

Animated conversation between staff and children throughout the day successfully enhances their language development. Children sing songs, such as 'Old McDonald had a farm' and enjoy listening to stories. They respond to what they hear with relevant comments questions and actions. Literacy skills are encouraged because children have access to appropriate resources for writing, drawing and painting. This is further enhanced during 'cheer leader' games where children successfully name, sound and loudly shout out the letters required to form the name 'Super Camps'.

Children are encouraged to explore and investigate the natural world around them. For example, they search for twigs, leaves and interesting items in the school grounds and subsequently use these to build a den. Children's creative development is appropriately fostered. They paint and enjoy creating clay models which enables them to explore their own concepts and ideas through their representations. Staff encourage the children to count one another as they line up to move to outdoor play and introduce mathematical language, such as small and large during the context of the children's play.

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

All children and their families are warmly welcomed into this friendly provision. Parents' views about their child's care needs are sought at the start of the placement in order to

ensure continuous and consistent care. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and accurately met. This effectively aids settling-in arrangements and transitions from the children's home into the staff's care. As a result, children settle quickly and form attachments with their key person and the staff which appropriately supports their emotional well-being. For example, children express their needs and approach staff for support and reassurance if they hurt themselves.

Children have access to a welcoming environment and management are continuing to expand the range of resources available to the children. However, staffing arrangements occasionally impact on the quality of the care provided and while children are closely supervised staff do not always ensure that the entrance door to the sports centre remains secure throughout the day. Consequently, children's well-being is occasionally affected and children's ongoing safety is compromised. Staff support all children to behave appropriately. They encourage children to develop respect, to be kind to each other, to take turns and to develop good manners. Staff praise the children for their achievements, which promotes their confidence and self-esteem. Consequently, children smile and are proud of themselves. Children are supported in developing their understanding of safety issues. For example, they learn why they need to walk sensibly during transitions to other activities and not to run in the corridors.

Children have regular access to the outdoors for fresh air and exercise. This promotes their fitness and aids their continuing well-being. For example, children participate in physically active games and enjoy walks around the large grounds. Children are developing an understanding of the importance of why it is important to adapt appropriate hygiene routines, such as hand washing in order to prevent the spread of infection. Their independence is appropriately fostered, for example, staff encourage children to put on their warm clothing for outdoor play. Although children have meals which are provided by their parents, staff encourage them to eat their healthy options first and to save their 'treats' until the end of the day. Children know that they can help themselves to fresh drinking water or diluted squash throughout the day. This ensures children remain well hydrated and comfortable.

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

Management have a suitable overview of the requirements of the Statutory Framework for the Early Years Foundation Stage in order to guide their practice. As a result, they appropriately complement children's learning and development during their time at the holiday camp. Management and the staff team demonstrate a commitment to the continual development of the whole provision. Systems are in place to monitor the overall quality of the provision. For example, management observes staff performance, staff appraisals are completed and daily evaluations are made. In addition, self-evaluation, including asking parents for their comments about the care and learning provided, is used to highlight successful practice and areas for improvement. The actions raised at the last inspection have been partially met. This is because while staff now hold the appropriate qualifications, the entrance door to the sports centre premises is still not always secure.

However, the recommendations raised at the last inspection have been met. An appropriate number of staff has now received first aid training and a secure area is now provided for the storage of confidential information. Consequently, improvements have been made.

Management have developed a good range of written policies and procedures to support the effective management of the provision. For example, a behaviour management policy is in place and is effectively implemented. Recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them are secure. For example, management obtains enhanced Disclosure and Barring Service checks. This ensures that all staff are checked before they have unsupervised access to children. The arrangements for safeguarding children are robust. Staff clearly understand the signs of abuse and the designated practitioner responsible for child protection understands their responsibility to report concerns to the appropriate agencies. This ensures children's remain protected at all times. The arrival and departure of children is closely monitored and visitors to the premises are asked for their identification and requested to sign the visitor's book. Daily checks are completed at the start of the session to identify and minimise potential hazards and children are closely supervised at all times. However, the entrance door to the sports centre is not always secure during the duration of the day. Consequently, potential unauthorised persons can freely enter the premises. This compromises children's safety. The provider has, therefore, also failed to meet a requirement for the voluntary part of the Childcare Register.

Staff establish friendly relationships with parents in order to support the children's continuing care and learning. Parents are aware of how the camp is run and what play opportunities their children will have. They comment positively that their children enjoy their time at the camp and state that their children 'have developed in terms of behaviour and maturity'. Management and staff understand the importance of developing constructive relationships with other professionals involved in supporting the children's care and learning. However, to date they have not been required to do this in practice.

The Childcare Register

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (Suitability and safety of premises and equipment).

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 action. 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	EY368500
Local authority	Northamptonshire
Inspection number	821196
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	7
Name of provider	Super Camps Ltd
Date of previous inspection	27/10/2008
Telephone number	01235 832222

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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, which are usually the childminder's 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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