

Super Camps at Sherborne House School

Sherborne House School, 39 Lakewood Road, Chandler's Ford, EASTLEIGH, Hampshire, SO53 1EU

Inspection date	31/07/2013
Previous inspection date	25/07/2012

The quality and standards of the early years provision	This inspection:	
	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 enjoy eight structured activities a day and also have some free time to relax in, which promotes their well-being.
- The majority of the activities enhance children's physical development.
- The enthusiastic staff team work well together and promote children's safe well during many challenging activities.
- Staff working with the early years children have a thorough understanding of the Early Years Foundation Stage framework and how to deliver this through play.

It is not yet outstanding because

- Children arriving before the structured sessions begin have fewer resources to engage with, which slightly reduces their play experiences at this time.
- A first aid box is accessible but is not always taken outside when children are playing there.

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 interaction between staff and children.
- The inspector sampled the activity plans for the different aged children.
- The inspector talked to the staff and children.
- The inspector observed many of the activities that children were enjoying.

Inspector

Amanda Shedden

Full Report

Information about the setting

Super Camps at Sherborne House School registered in 2012 and is one of over 80 playschemes run by Super Camps Ltd. It is registered on the Early Years Register and the voluntary part of the Childcare Register. It may care for a maximum of 36 children aged from three to eight years. The camp also provides care for children up to the age of 14 years. Children attend for a variety of sessions. There are currently 22 children on roll, 13 of whom are in the early years age group. The camp operates from several rooms in Sherborne House School in Chandlers Ford, Hampshire. It serves the local and wider community. The camp offers multi-activity camps that include craft and sport activities. Children have access to the school grounds. The camp opens five days a week during school holidays from 8am until 6pm. A total of three members of staff work with the children, although staff numbers vary to meet ratios, dependant on child attendees. The staff member working with the early years children is a qualified teacher.

What the setting needs to do to improve further

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

- strengthen systems for promoting children's health and well-being by placing the first aid box nearer to the areas that the children are playing in

- provide a wider variety of resources for children to enjoy before the structured sessions start.

Inspection judgements

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

Staff have a good understanding of their role and how to offer children activities that help their development in line with the requirements for holiday care. The early year's teacher undertakes observations on the children noting their strengths and areas for development. The structured day enables children to have a variety of fun experiences which cover all areas, particularly their physical and communication skills.

Children are put into different groups the early years children are 'Pirates' promoting their sense of belonging. They have a dedicated group leader who is a qualified early years teacher and different staff work with her to ensure there are always enough staff to meet the needs of the children. The children are encouraged to act like pirates singing 'we are the pirates' as they move around the different areas and pulling out their pretend swords.

Children are taught how to hold and throw pretend javelins during the 'mini Olympic' session. Children are praised for their efforts and for listening to the instructions about how to stay safe. They work in teams to run in the relay races cheering each other on as they pass the batons to one another. They change their running techniques as shown by the teacher so they run like bunnies and then walk sideways like crabs, which results in lots of laughter. They use up lots of energy playing games and have 'Super soak' sessions where children have great fun throwing wet sponges at the staff while raising money for charity. Children choose which member of staff they want to soak and staff make changes to the structure of the activity to ensure that young children hit their target. In addition to the structured sessions the children are able to choose what they would like to do depending on their personal interests.

Children and, if needed, parents complete 'all about me' forms helping to inform the staff of the needs of the individual children. This information is used by the teacher to ensure that at the free choice sessions children are given choices that suit each child. Parents are kept informed of their child's experiences through daily discussions and the timetable which is displayed clearly.

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

The key person system works well. The early years teacher is constantly present throughout the holidays is the key person for all early years' children. This enables children to feel secure knowing who to go to and to follow her instruction. She makes the day fun even when walking from one area to another. She encourages the children to 'follow the leader' doing funny walks or pretending to be fish and use their hands as fins.

Children behave very well and each day they sit and discuss what constitutes acceptable behaviour and how to show respect. Children call out their contributions, which include listening, being kind to their friends, sharing and most important of all 'to have fun'.. Nearly all the activities require children to listen, take turns and negotiate with each other building on children's social skills. Children can earn stickers for a range of behaviours and there are certificates which are awarded each day for the 'super campers'.

Children feel safe and secure in the group. They ask the children if they can remember the group's boundaries such as what to do if they want to go to the toilet and why they must not eat food that belongs to other people. Children call out the answers and staff repeat them ensuring all children are aware of the boundaries in place. Before undertaking activities children are given clear safety rules. Staff explain to them why they must, for example, stay behind the red line while waiting for their turn to throw the javelin. Children are asked if they can remember the boundaries before each activity and they are repeated so any new child is clear about how to stay safe.

Children bring in their own lunches and snacks, which they sit together to enjoy making it a social occasion. They know they must wash their hands before eating 'to get rid of germs and dirt'. They are encouraged to drink before and after every activity to stop them

getting dehydrated between break times. Staff are made aware of any allergies a child may have and where necessary they have been given epipen training as a precaution.

Any accidents are treated by the qualified first aiders and the relevant paperwork is completed correctly. Parents are asked to acknowledge in writing when their child has had an accident. However, although a first aid kit is accessible, this is not always in the outdoor area the children are playing in.

The holiday club is well resourced for the activities on offer. The correct equipment is in place to enable staff to undertake eight different structured activities a day. The late afternoon free sessions where children choose for themselves is held in a well-equipped pre-school classroom. This offers the children a wide range of good quality suitable resources to engage with. However, in the morning when children arrive before the structured activities begin the resources to choose from are fewer.

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

The well qualified staff work well as a team to ensure children's needs are met. They have a good understanding of the Early Years foundation Stage framework and how it fits into the holiday club. For the first week the planning is undertaken by head office. However, after this the team decides together, taking the children's interests into consideration when planning for the rest of the summer. This enables them to respond to the children's interests whilst still promoting eight activities a day plus free choice time.

The early years teacher is responsible for making observations of the children. She ensures that the delivery of the activities include all the required elements. She also ensures that children are able to take turns when talking and listening. They all have opportunities to being very physically active. Many of the activities are team games encouraging the children to take turns and support each other, to develop their social skills.

All staff have a sound understanding of safeguarding children. They have undertaken training and are clear about the procedures to follow if they have concerns about a child. They ensure the premises are safe and clear boundaries are in place. The gates to the premises are locked and the identity of any visitors is checked. There is a password system in place for if someone arrived to collect a child who the staff have not previously met. There are extensive risk assessments undertaken to ensure that not only are any risks minimised to the premises but also to the activities the children undertake. There are robust recruitment procedures in place to ensure that only suitable persons are appointed. There is a thorough induction procedure for all staff including volunteers. All staff have had a criminal records check and references taken up to help ensure that all adults working with children are suitable.

There is a clear management structure and all staff have regular appraisals. Staff discuss what is going well and how they would like to progress and improve practice. Many of the

staff start as assistants and then make their way up the management chain. They have met all the requirements from the last inspection and senior staff have created an action plan to move the club forward. This includes having more sensory materials available and to develop children's understanding further of being healthy.

There are sound partnerships in place with the parents. Detailed information is collected on the children and parents have daily discussions with the staff each day. This enables both parties to exchange information about the children so that they are both fully aware of the child's needs and experiences. There are daily feedback forms for parents to complete if they wish, which help staff to understand how the children and parents view the group.

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 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	EY442357
Local authority	Hampshire
Inspection number	884162
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	36
Number of children on roll	22
Name of provider	Super Camps Ltd
Date of previous inspection	25/07/2012
Telephone number	01235832222

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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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