

Super Camps at Akeley Wood School

Akeley Wood Junior School, Wicken Park Road, WICKEN, Milton Keynes, MK19 6DA

Inspection date	06/08/2013
Previous inspection date	04/08/2010

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

- The programme of activities is well-planned and this means that children are interested, motivated, and enjoy activities that extend their learning and development effectively.
- Children are happy and confident. They are aware of behaviour boundaries such as taking turns and they play cooperatively together.
- Staff identify and successfully minimise potential risks to children. They ensure that children in their care are safeguarded effectively.
- Children develop and practise physical skills because the programme of activities gives them opportunities to use challenging adventure playground equipment and take part in activities such as 'mini olympics', rounders, and dodge ball.

It is not yet outstanding because

- Opportunities to enhance children's learning through play are not always fully maximised. This is because organisation is not always fully effective in ensuring that children's involvement in activities is not interrupted, and because children are not always encouraged to practise their writing skills.
- Links with other early years providers are not fully maximised so that children are always challenged with full effect and continue to make progress while they enjoy the variety of activities provided.

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 activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider and manager of the provision and spoke to staff and children.
The inspector looked at a selection of children's records, planning, evidence of the suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Jan Burnet

Full Report

Information about the setting

Super Camps at Akeley Wood School was registered in 2008. It is registered on the Early Years Register and on the voluntary part of the Childcare Register. The provision is part of a chain of holiday care camps operating throughout the country run by Super Camps Limited. This camp operates from Akeley Wood Junior School in Wicken, Milton Keynes. Space used within school buildings is currently the reception classroom and an art room on the first floor of the main school building. Activities are also organised in the detached sports hall, tennis courts, adventure playground and school field.

There are currently five children in the early years age group on roll. Places are available for early years children aged four or five years. The camp is open during Easter, summer and some other school holidays from 9.30am to 4.30pm. There is also an option for children to attend from 8.00am to 6.00pm.

The playscheme manager and an early years manager care for the children and both hold teaching qualifications. The early years manager also holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's learning as they enjoy the good variety of play activities; for example, by limiting interruptions to their involvement in activities and by encouraging them to practise their writing skills

- extend links with other early years providers in order to ensure that the promotion of learning through play in accordance with children's different abilities is fully maximised.

Inspection judgements

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

Early years children attending the summer playscheme are aged five years. They are confident and enthusiastic as they get involved in the good variety of activities that are planned and provided for them. Parents are asked to share valuable information on their child before care begins. Registration forms include detail on what their child can do well,

what they may need help with, their child's likes and dislikes, and any cultural and religious needs. The key person for early years children ensures that parents are well-informed about their child's achievements at the end of each day. The programme of activities is provided for parents and children every week and a pictorial timetable is displayed for early years children every day so that they are fully aware of what is planned for the day ahead. The range of activities is well-balanced and includes different art and craft, 'discover the outdoors', a variety of activities that promote physical skills effectively, and team games. The needs of the younger children are addressed well because the final session of the day is a relaxing 'Time for me' session when children can choose books and toys to play with in the reception classroom.

Early years children are confident as they join older children for a treasure hunt competition in the adventure playground. They divide into teams of four and five and each team is identified by a colour. Every child has a stick in their team's colour, and their own name is written on it. Teams take turns to hide their sticks while other children turn their backs and count to 20. The rules for the competition are clearly explained to the children and children demonstrate an awareness of them, although some are caught by their worker sneaking a look when they know that they should not. Children also know the rules regarding where they can hide the sticks, but some children cheekily find hiding places beyond the boundary. Children demonstrate confidence and good physical skills as they climb on adventure play equipment to find good hiding places. They understand that they gain 10 points for their team if sticks are not found, and other children gain 10 points for their team if they are successful in finding them. Time to look is limited and staff promote children's mathematical development well because children are asked to count backwards from 10 when time is nearly up. Children express themselves well when they talk to staff members, and as they chat with their friends about where the best hiding places might be. Staff continue to promote children's mathematical development well because towards the end of the competition they decide to award double points and ask children, 'who knows what double 10 is?'. This is explained well to children who are not sure of this concept.

Art and craft activities include clay modelling. Children are interested when staff offer clear explanations on how they can make a pot. Children competently mould and roll their clay into a ball and staff model how to push into the ball to create the sides of a pot. Staff offer praise and encouragement when children proudly show their creations. They ask open-ended questions to encourage children to talk about what they will put into the pots when they take them home. Children talk about the texture of the clay and identify that it becomes smooth when water is added. They readily share tools and skilfully use them to create patterns around the edge of their pots. Children enjoy and are involved and interested in the activity. However, this is not maintained until the activity is completed because a decision has been made that the group of early years and older children must stay together at all times with their two staff members. Consequently, when a child expresses a need to go to the toilet, the activity is interrupted for all children. The activity is taking place in a first floor art room in the main school building and toilets are in the sports hall, and so the activity is interrupted for several minutes. On their return children concentrate well as they design a pattern on paper with paint and felt tipped pens that they will re-create on their pots when they are dry. Some children write their own name on their design, however, staff do not ask all children to do so. As a result, children's

literacy development is not enhanced because they are not encouraged to practise their writing skills.

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

Children are happy and settled as a result of positive relationships between themselves and staff. They join in, make friends, and work independently and with each other. Children speak confidently to each other and to staff. Staff are consistent in their management of behaviour and boost children's self-esteem as they praise and encourage them. Children behave well and they demonstrate an awareness of behaviour and of safety rules. For example, they know that they must line up before leaving different play areas and must take care when walking up and down stairs. Staff are aware of each child's individual care needs because this information is included in admission forms. Communication between the staff and parents is effective in ensuring that individual needs are met.

Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They are physically active every day and enjoy activities equally in the sports hall, classrooms and outside activity areas. Children understand and adopt healthy habits such as good hygiene practices and they manage their own self-care needs. Parents are encouraged to ensure that packed lunches include healthy food, and they are asked to protect their child's good health by ensuring that packed lunch boxes contain cool packs.

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

Staff ensure that children's health and safety is protected well. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. They assess and minimise risks successfully and strong systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are thorough. The provider makes sure that all staff are aware of their responsibilities to safeguard children. Parents are aware of the safeguarding policy.

In order to review and plan for improvement the provider completes an evaluation at the end of each scheme using feedback from staff, parents and children. Early years staff are aware of the seven areas of learning and ensure that children develop skills while they enjoy the activities that the playscheme offers. Consequently, children's care and learning needs are addressed well. Recent improvements include the provision of a wider variety of toys for early years children and a change to registration forms to include more information on children's abilities as well as their care needs. The provider identifies that this form also asks parents to obtain information from their child's teacher on learning and development and on any targets that the child can be helped with. However, this is not

yet proving to be as successful as the provider had hoped and direct contact with schools is not fully effective in obtaining information. Therefore, a fully cohesive approach to each child's learning is not yet fully embedded in practice. Processes for staff supervision, performance management and training are good. The programme of activities is well-planned and books and toys meet children's needs at their stage of development well.

The partnership with parents is strong because communication between staff and parents is good. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation is kept up-to-date and in good order.

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	EY372438
Local authority	Northamptonshire
Inspection number	878656
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	5
Name of provider	Super Camps Ltd
Date of previous inspection	04/08/2010
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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