

# Darrick Wood Holiday Camp

Darrick Wood Swimming Pool, Lovibonds Avenue, ORPINGTON, Kent, BR6 8EL

<b>Inspection date</b>	09/08/2013
Previous inspection date	29/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		2
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 children feel safe when left in the care of the staff. They talk to staff openly and children's behaviour is appropriate.
- Children communicate with confidence, talking enthusiastically to adults as they share their experiences inside and outside the setting.
- Children develop good coordination and physical skills as they join in with a range of outdoor activities to support their good health.
- The children can display drawings of their favourite persons on their suggestion board, giving children a sense of pride and space to display their work.

### It is not yet good because

- The self-evaluation process does not adequately represent the provision and there are inconsistent improvement plans.
- There is insufficient evidence to show that the systems in place address the tracking of children's progress and limited evidence to show there is ongoing staff supervision and appraisals.
- Partnerships with parents are not strong enough to promote children's learning at home, provide information about children's starting points or share their progress.
- Children are not encouraged to eat healthy meals and there is no provision made for children who wish to rest or play quietly.

## 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 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 practice and examined children's records.
- The inspector completed two joint observations with the manager of the provision.
- The inspector spoke to several parents of children attending to find out their views on the provision.
- The inspector held a meeting with the area manager and her deputy.
- Full Report

## Inspector

Adelaide Agyemfra

## **Full Report**

### **Information about the setting**

Darrick Wood Holiday Camp registered in 2007. It is one of three Bromley Mytime groups. It operates from Darrick Wood Swimming Pool and complex in Orpington, in the London Borough of Bromley. The setting has use of a large hall for sports and a base room for play, along with supervised access to the swimming pool. Darrick Wood Holiday Camp is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting cares for children from four years to eleven years and there are currently two children on roll in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting opens five days a week during school holidays. Sessions are from 8.30am to 5.30pm. The setting offers after school provision from 3.15 to 6pm during term times and a breakfast club from 7.45am to 9am. A team of up to five staff work directly with the children, depending upon the numbers of children attending. The manager has a Level 3 childcare qualification and is supernumerary when numbers of children exceed 24. Staff have a variety of qualifications and experience, including training in community sports. Trained lifeguards are always present for children's swimming sessions. The setting receives support from the Management Committee of Bromley Mytime Charitable Trust, who interview, appoint and deliver training programmes to all staff members.

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

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

- make provision for children who wish to relax or play quietly.
- make use of ongoing observation and assessment of children's progress against the areas of learning and use this information to identify the next steps in children's individual learning
- ensure that staff work in partnership with parents in their children's learning and development by involving parents in their children's starting points and encouraging them to share information about their children's achievements at home, and by keeping parents informed about their children's progress

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

- develop and review the self-evaluation process in order to identify and prioritise targets for improvement.
- Improve methods of staff appraisal so that strengths and areas for improvements are identified and clear targets are set.
- strengthen children's understanding of gaining a healthy lifestyle, for example, by encouraging them to eat healthy meals.

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

Children make progress in their learning as management and staff work as a team to provide suitable learning experiences for them. Children are encouraged to understand the importance of team work as they make a display of their favourite characters. Also, when out in the playground, children initiate their playing and exploration and are able to work in small teams. Children demonstrate that they relate well to one of their club rules to be kind to each other, not just in the hall but also in the playground.

Children have opportunities to engage in a variety of activities which contribute to their learning and development. Children play independently or in a group. They are able to develop their language skills further when staff engage them in interesting discussions about their family life during play and activities.

Staff plan activities based on children's interests and what children can do overall. However, they do not plan for individual children. As a result, staff are not actively supporting children's next steps in their learning to ensure that they make as much progress as possible. Relationships with parents are informal and friendly and parents comment that their children enjoy attending the camp. Information about the children is shared verbally with their parents daily.

At the start of the day, children are told of all the activities that they can do during the day. Children go to any work station of their choice to attempt the tasks set out by the staff. Staff ask children open ended questions, such as 'how' and 'why' to encourage them to share their ideas and thoughts. However, some staff interrupt children with their own ideas, rather than giving children time to respond. Consequently, children sometimes lose interest in the discussions, which means that staff miss opportunities to extend children's learning.

Children are encouraged to choose outdoor equipment from a range of resources when out in the playground. They show good control and coordination in their large and small movements. Children move confidently in a range of ways, safely negotiating space and handling equipment safely. They are able to choose and work with their play partners safely without adult input and learn new skills. For example, children explore different kinds of skipping techniques. They enjoy twisting both arms in front of themselves as they jump on the spot and counting the number of skips they can achieve without stopping. Through this exercise, children are able to concentrate and keep on trying if they encounter difficulties and enjoy their achievements when they succeed.

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

Children are helped to keep safe because staff have attended training in first aid, safeguarding, administration of epipen and food safety. Accidents and incidents are recorded and daily risk assessments are completed. There is an effective key person system in place and children know some staff already, as they also teach them swimming during school term. In addition, some of the staff have worked in the centre for a few years and have taught current children's older siblings. Relationships between staff and children are warm and friendly. Children are encouraged to talk about and draw their favourite characters in the holiday camp. Their drawings are put on display and staff encourage children to talk about why they choose a particular character and express how they are feeling in the camp. As a result, children behave well.

Children learn how to use their environment safely, by participating in the daily walking bus to and from the playground in their florescent jackets. As children walk, staff support them through discussions and clear explanations of why it is important to stay safe on the roads and be seen at all times. The children communicate with confidence, talking with a great deal of enthusiasm about what they hope to do in the playground, why it is important to hold another child's hands while walking and news from home. This experience helps children to improve their social skills and develop valuable skills for their future.

Children work and play together as a team and invite staff to join in their play and request support when they need it. This helps to promote children's independence and their social skills. For example, children put puzzle pieces together and try to find out whether all the pieces fit well so that a section of the puzzle will light up. Some pieces of the puzzle were missing, so children ask staff to turn off the hall lights while the children look for them. This is because they need darkness for the batteries to work and the connection to light up. This demonstrates children are able to try to solve problems for themselves.

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

Staff understand safeguarding procedures and policies because they have accessed relevant training. Staff check the premises regularly to check that they are clean and safe and they know the procedures to follow should they have any concerns about the protection of a child in their care. There are secure systems to recruit, interview and vet adults who work at the camp. All staff are checked for their suitability to work with children. Any staff who are not yet checked are not allowed unsupervised access to the children.

Although a system of self-evaluation does take place, this is inconsistent and has not been used to record the effects of staff appraisals. This means that opportunities to further develop and monitor the skills of staff are missed. There is no regular evaluation of the strengths of the provision or the areas for development. As a result, staff and management are unable to draw up action plans or targets to prioritise improvements to ensure that the provision is striving for improvement.

Parents comment on how happy their children are while in the camp and how fond they are of their key person and staff. Parents find staff to be caring and receive verbal feedback on how their children are doing at the camp. However, parents' comments on the provision are not currently invited as part of the evaluation process.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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 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

<b>Unique reference number</b>	EY363561
<b>Local authority</b>	Bromley
<b>Inspection number</b>	828889
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Mytime Active
<b>Date of previous inspection</b>	29/10/2008
<b>Telephone number</b>	0208 3231718

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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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Piccadilly Gate  
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