

# Camp Beaumont

Mill Hill School, The Ridgeway, London, NW7 1QS

<b>Inspection date</b>	05/08/2013
Previous inspection date	14/02/2012

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

- Staff plan a lively and engaging range of activities, that covers all areas of learning and allows children to have fun and enjoy their time at the camp.
- Staff manage children's safety well. There are robust systems in place to make sure that all children are supervised at all times, to support their well-being.
- Children enjoy many opportunities to develop healthy lifestyles. They have plenty of space to run around and play physical games, and spend lots of time in the fresh air.
- The staff team is enthusiastic and very well-motivated, working hard to make improvements that take into account children's and parents' views. The camp has a strong capacity to improve.

### It is not yet outstanding because

- Some activities, such as large group times, are not always organised as effectively as possible to fully promote children's listening and turn-taking skills.

## 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 children in all areas of the camp.
- The inspector spoke to staff and children about their time at the camp.
- The inspector discussed planning, evaluation and monitoring with the management team.
- The inspector sampled documentation relating to the running of the camp.

## Inspector

Naomi Brown

## Full Report

### Information about the setting

Camp Beaumont was registered in 1993. It operates from three sites affiliated to Mill Hill School. The care of the early years children is provided in a purpose-built nursery located in Grimsdale House, while the Belmont School and Mill Hill Preparatory School sites cater for children within the later years age range. The setting runs during the school holidays and is open Monday to Friday from 8.30am to 5.30pm, with an extended service from 8am to 6pm. There is an enclosed outdoor play area for the school nursery site. There are currently seventy children on roll within the early years age range. Children in the later years age range are also in attendance. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting employs 48 staff within the camp. Eight of these staff work directly with the children in the early years age range, and of these, at least half hold appropriate qualifications. The setting is a member of the British Association of Holiday Activities.

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

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

- enhance the organisation of some large group times, to encourage all children to take turns to speak at these times and to listen to each other.

### 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 are enthusiastic and motivated to learn as they play. Staff have a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They use this knowledge, and what they know about how young children develop and learn, to provide a wide range of exciting activities that supports children's good progress.

Some children attend the camp for short periods of time only, so staff have become efficient at gathering much information from parents, to assess children's interests, needs and starting points. There is a relaxed and fun atmosphere at camp but staff are focused on encouraging children to be ready for school, as many will go to school shortly. As a result, staff plan well for children's communication and language development, and use lots of open questions to encourage children to think and solve problems for themselves. For example, during enjoyable art activities, staff encourage children to explore the resources on offer. As children draw around their hands, to make 'superhero hands,' staff encourage them to think about the special powers that their hands will have. Children

decide that their hands will be 'super tickly' and staff help them to hunt for things that will make tickly hands. Children investigate tissue paper, pipe cleaners, string, glitter and wool. They decide that pipe cleaners are 'soft and tickly' and decorate their hands with these. This activity enables children to develop their vocabulary, use language to describe the properties of materials, and to think about which materials will achieve the effect they want.

Children happily chat to staff and each other, confidently expressing their thoughts, feelings and ideas. They enjoy developing their imaginations as staff provide engaging opportunities for children to engage in role play. Staff bring dressing-up clothes to the garden area and children decide to set up a post office. Staff help them to extend this activity as they ask children who are drawing to make letters for them to post. This activity then leads into a trip around the garden as children deliver their letters. This demonstrates that staff are able to extend activities and to challenge children to develop a range of skills through one activity. Staff are also confident to stand back and let children develop activities themselves. While children play in the garden area, staff support them on large equipment such as the slide and climbing frame, and balancing blocks. However, when children are confident, staff stand back and let them try things for themselves, praising them warmly when they succeed in reaching the next block or the next step on the ladder. As a result, children enjoy developing their physical skills confidently, while learning to manage themselves safely. These are skills that will support them as they move on to school.

Generally activities engage children well. Staff use group times to sing songs, help children feel welcome, and to discuss rules of the camp. However, at some group times, staff do not always encourage children to take turns to speak. There is a rule that children put their hand up to speak, but this is not consistently reinforced so some children do not listen to each other at this time. As a result, group times are not always used in the best possible way, to encourage children to take turns and listen.

There is an effective management structure in place to monitor how well the learning and development requirements are in place. Qualified teachers oversee the curriculum for children in the early years age range and they plan the environment, resources and activities well to cover all areas of learning. There is a good balance between indoor and outdoor play, and adult and child-led learning. As a result, children make good progress and enjoy activities that respond to their interests and needs. They enjoy their time at the camp very much.

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

Staff plan well to settle children, and encourage them to make good relationships in the camp. Some children only attend for a day or two, so staff are very sensitive to their needs and are aware that they may be unsettled. As a result, they work hard to make children feel welcome, using name badges and an effective key person system, so that they are able to include all children in activities. Staff support children to make friendships quickly, to explore all areas that they are able to play in, and ask them about things they

would like to do. There are good systems in place so that children can choose things they would like to do and they are able to give their opinions to staff daily. Their idea clearly feed into planning so that children know that their voices are heard. This promotes their self-esteem strongly. As a result, children behave well in the camp. Also staff are very good role models for children. They are enthusiastic, speak clearly to children at their level and are very clear about their codes of conduct.

Staff plan and provide many opportunities for children to develop a healthy lifestyle. Children have good experiences to develop their awareness and understanding of healthy lifestyles. There is plenty of space for children to run, jump and climb and children are active every day in the playground, an adventure playground, and the large ground of the school where the camp takes place. Children are able to learn to swim with qualified lifeguards and swimming instructors, and they are able to learn to manage themselves safely around water. Children clearly understand how they can manage their own good health. For example, they are able to discuss why they should wash their hands, stating 'it's important, because of germs; they make you poorly.' Lunchtimes are well organised, with clear systems in place to manage any nutritional needs that children may have. Children have free access to water throughout the day, so that they can hydrate themselves well, especially on hotter days.

Areas where children play are safe and well maintained. Staff are vigilant about children's safety. They risk assess all areas and activities to promote children's safety. Children are supervised very well. Staff are very aware of strangers in the camp and are confident to approach all unknown persons who come to the camp. There are clear procedures in place to challenge visitors and to escort visitors around the camp. As a result, staff make sure that unvetted or unknown people cannot have unsupervised access to children, to promote their continuing safety and well-being.

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

There is a clear management structure in place and the management team at the camp works very well together to meet the needs of all children. Staff are very aware of their responsibility to safeguard children. All staff attend child protection training before they start working at the camp and they are clear about signs and symptoms that would cause them to be concerned about a child in their care. There are clear reporting systems for safeguarding concerns, and key staff are aware of circumstances that must be notified to Ofsted. All staff understand the whistle-blowing procedure, to further promote children's safety.

There are thorough recruitment and vetting procedures in place, so that children are cared for by vetted, enthusiastic and knowledgeable staff. The management team supervises staff well. The team observes and trains staff throughout the camp, using regular meetings and updates to make sure that staff all know what is expected of them. As a result, staff are good role models and work well with children.

The management team has a strong understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. The management team are aware of their responsibility to report significant information to Ofsted. The camp documents incidents and accidents well and there are good methods for recording any feedback from parents, and making sure that this feedback is acted upon. The team works well with parents. Parents hand their children over to a member of staff each day and there are plenty of opportunities for parents to share information about their children. The camp uses parent feedback forms and a system of 'stars and wishes' to find out what children and parents want from the camp. This means that staff are able to plan activities that meet children's needs well.

The camp management team has a clear vision for future improvements to its service. It has tackled all recommendations set at the previous inspection well, and monitors and evaluates individual activities, to ensure that it continues to meet the needs of children. As a result, the camp responds well to parents and children and is able to make continuous improvements.

### **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
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>	147514
<b>Local authority</b>	Barnet
<b>Inspection number</b>	931352
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 16
<b>Total number of places</b>	250
<b>Number of children on roll</b>	300
<b>Name of provider</b>	Camp Beaumont Day Camps Ltd
<b>Date of previous inspection</b>	14/02/2012
<b>Telephone number</b>	0870 609000 or 7724 223

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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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