

Super Camps at Winchester House School

Winchester House School, 44 High Street, BRACKLEY, Northamptonshire, NN13 7AZ

Inspection date	19/08/2013
Previous inspection date	Not Applicable

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

- Staff provide a good range of activities, which successfully complements and extends the learning children receive in school.
- Children's health and well-being is supported well because staff provide a good range of physical activities, which encourage them to be energetic.
- Staff competently support children with known medical needs. As a result, children's health requirements are successfully met.
- Children are safeguarded because staff have a secure knowledge of child protection procedures and understand their responsibilities in the event of a concern about a child in their care.

It is not yet outstanding because

- There is scope to provide an even wider range of alternative activities and resources to support the needs of children, who do not always wish to participate in the planned physical activities.
- Staff do not always provide children with additional resources to enable them to further stimulate their very good ideas and imaginations as they play with the dressing-up masks and construction resources. As a result, learning opportunities are not always fully maximised during this time.

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 Preparatory School premises and all associated facilities, including the outdoor play areas.
- 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 Winchester House School was registered in 2013 on the Early Years Register and the voluntary part of the Childcare Register. It is part of a chain of holiday day camps operating throughout the country run by Super Camps Limited. This camp operates from Winchester House School in the town of Brackley Northamptonshire. Children have access to the Preparatory School premises, playing fields and sports hall and the swimming pool and adventure playground in the grounds of the main school.

The club employs five members of childcare staff. Of these, two members of staff hold appropriate qualifications at level 4 and above. The camp operates during school holidays, Monday to Friday from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending, who are in the early years age group. The club supports children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend activities and resources to further facilitate children's play and learning if they choose not to participate in physical activities

- enhance opportunities for children to access a wider range of resources to enable them to further stimulate their ideas and imaginations when they play with the masks and construction resources.

Inspection judgements

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

Children enjoy attending the camp during the school holidays and demonstrate a positive approach towards their play. This is because staff provide a good range of activities, which successfully complements and extends the learning children receive in school. For example, children use their imaginations and develop their manipulative skills as they design alien monsters out of clay. In addition, children's learning is further enhanced because staff ask a good range of questions to extend their existing knowledge and skills. For example, staff ask the children to describe the texture of the clay and encourage them to talk about how astronauts get to space and to identify the different planets. As a result, children become absorbed in their play.

Staff form good relationships with parents. Clear information is shared and exchanged to ensure parents are kept well informed about the setting, forthcoming activities and any achievements their children have made. This includes information about how the range of available activities complements children's learning and development during the Early Years Foundation Stage. In addition, staff complete ongoing observational assessments of the children. This ensures children's interests and learning needs are incorporated into future activities and experiences. Activities and resources are mainly well organised throughout the day to meet children's needs. However, staff do not always organise additional, flexible play resources for the children if they request alternative activities during planned energetic activities. For example, if children want to sit quietly because they are tired or have hurt themselves. As a result, children sometimes choose to watch their friends rather than be engaged in purposeful activities themselves.

Children engage in lots of different physical play experiences. They successfully develop skills, such as moving with speed and control as they play dodge ball and skilfully manoeuvre the 'roller racers' around the cones. In addition, children learn how to play mini tennis, develop their swimming skills in the pool and play parachute games. Children learn about the lifecycle of the butterfly, make bug hats and are encouraged to explore and investigate the natural world around them. For example, children search for twigs and leaves in the school grounds and subsequently, use these to create a large wall display of a tree. Children develop their creativity during art and craft sessions. They enjoy painting and colouring activities and make dream catchers and animal masks. However, staff do not always provide a sufficient range of resources to stimulate the children's imaginations and ideas as they play with the construction resources and dressing-up masks. As a result, occasionally, learning opportunities are not always fully optimised at this time.

Children form friendships, actively seek out others to share experiences and enjoy working together as a group. For example, children enthusiastically cheer on their team members during 'rounders' and 'duck, duck goose' games. This also improves children's knowledge and understanding of the rules of games. Staff interactions with the children are consistently positive and cheery. All children, including those, who speak English as an additional language and those with special educational needs and/or disabilities are fully included in the range of activities provided. This is because staff adapt activities accordingly to ensure their individual needs are met. Children confidently talk to the staff. They clearly express themselves as they talk to the staff about what they are doing and the past and future events in their lives. This successfully supports children's ongoing language development.

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. Children are respected as individuals and their emotional security is given high priority as a successful key person system is in place. They demonstrate that they feel safe and secure. For example, children naturally seek support and help if they hurt themselves and involve staff in their play. Parents' views about their child's care needs are sought at the start of

the placement, in order to ensure continuous and consistent care and support transitions. For example, precise information is obtained about any known medical needs and allergies. As a result, staff competently administer required medical support to children at the appropriate times.

Children are cared for in beautifully maintained grounds and have access to a good range of facilities. Safety procedures are in place and strictly adhered to by staff, which ensures the well-being of the children attending. For example, staff reinforce basic ground rules with children before the programme of activities begins, to ensure they are well aware of the expectations and boundaries of the setting. This creates an environment where children listen and respect staff, follow instructions and remain in their designated group at all times where they are well supervised by staff. Behaviour is mainly good, with any minor issues dealt with sensitively by staff, who encourage children to think about what they have done and why. This helps children to learn the difference between right and wrong. In addition, games, such as rounders, support children in learning to wait for their turn. Children are actively encouraged to take responsibility, for example, they eagerly clean the tables after craft activities to earn points for their colour teams. Staff, subsequently, praise the children for their achievements, which actively promotes their confidence and self-esteem. As a result, children smile and are proud of themselves.

Children's health and well-being is promoted well. Clear systems are in place to inform staff of any dietary issues the children may have and records are kept of any accidents or any medicines administered. Children enjoy a good range of physically challenging activities, which successfully promotes their fitness and aids their continuing well-being. For example, children squeal with delight as they whizz round on the roundabout and enjoy climbing and exploring the larger climbing apparatus in the 'activity playground'. Although, children have meals and snacks, which are provided by their parents, staff encourage them to eat their healthy options first. Children know that they can help themselves to their drinks throughout the day and staff regularly remind them to do this, which ensures they remain well hydrated and comfortable. They 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.

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

The management and staff team demonstrate a good commitment to the continual development of the whole provision. They have a good overview of the requirements of the revised 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. The management and staff team work well together, driving and securing improvements as they continually strive to promote positive outcomes for children. For example, the management team observes staff performance, staff appraisals are completed and daily evaluations are made to ensure activities meet the needs of the children attending. In addition, self-evaluation, including asking parents and children for their comments about the care and learning provided, is

used to highlight successful practice and areas for improvement.

The management team have developed a good range of written policies and procedures to support the safe and effective management of the provision. For example, a behaviour management and complaints policy and concerns and compliments procedures are in place and made available to parents. Children are safeguarded through the implementation of clear recruitment, vetting and induction procedures, which ensures the suitability of staff working with them. For example, the management team obtains enhanced Disclosure and Barring Service checks. The management team and staff are very clear about their responsibilities towards protecting children from harm and neglect. They fully understand the signs and symptoms to be aware of and the designated person responsible for child protection understands their responsibility to report concerns to head office and the appropriate agencies. Staff carry out risk assessments of the indoor and outdoor play areas and the activities that the children will participate in, which enables them to identify, record and remove any potential hazards. In addition, 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. Clear fire evacuation procedures are in place.

Staff develop good partnerships with parents. This ensures that children's care is consistent and that their development is effectively promoted. Parents are aware of how the camp is run and what play opportunities their children will have. Comments received from parents are positive and complimentary regarding the care and range of activities and learning provided. The management team 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

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	EY459213
Local authority	Northamptonshire
Inspection number	909395
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Super Camps Ltd
Date of previous inspection	not applicable
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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