

Wild Camp/Creche

North Herts Leisure Centre, Baldock Road, Letchworth, Hertfordshire, SG6 2ER

Inspection date

19/08/2013

Previous inspection date

07/04/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 receive high quality learning experiences, which complement the learning they receive in other settings.
- Staff have a detailed knowledge about children's learning and development, which supports their good progress in the prime and specific areas of learning.
- Children display a good understanding of keeping themselves safe. Staff teach them how to assess risk for themselves and to use equipment safely.
- Good provision of high quality activities and resources enhances children's learning experiences, confidence and skills.

It is not yet outstanding because

- There is room to improve the effectiveness of self-evaluation to produce a clear plan for identifying strengths and addressing any highlighted weaknesses.
- There is scope to improve the professional supervision of all staff to ensure that they are sharply focussed on the impact that their practice has on children attending.

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 staff interacting with children in the creche and in the holiday club.
- The inspector conducted a joint observation with the manager and senior staff member during an outdoor activity.
- The inspector examined a selection of information and documentation relating to the safeguarding and welfare requirements.
- The inspector spoke to and interacted with staff and children at appropriate times throughout the inspection.

Inspector
Susan Parker

Full Report

Information about the setting

Wild Camp/Creche has been registered since 2005 and is operated by Stevenage Leisure Ltd. The groups operate from North Herts Leisure Centre in Letchworth, Hertfordshire. The creche is open each morning for members of the leisure centre; sessions run from 9.30am to 11am and from 11am to 12.30pm. Wild Camp is open during the Easter and summer school holidays for children aged three to 12 years. Opening times are Monday to Friday, from 9am to 5pm. Extended hours are also available from 8.30am to 9am and from 5pm to 5.30pm. The setting has access to an outdoor area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll, under the age of eight years. There are four members of staff, who hold a Level 3 qualification. Wild Camp employs temporary staff, who have a mixture of sporting and lifesaving qualifications overseen by a level 3 qualified play leader.

What the setting needs to do to improve further

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

- further develop the self-evaluation process and use the information gathered to identify the strengths and weaknesses of the setting, to bring about continued improvements
- expand the professional supervision to ensure that all members of staff have a sharp focus on the impact that their practice has on children attending.

Inspection judgements

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

Children enjoy their time at this creche and holiday club. Staff motivate children's interest by providing a wide range of exciting equipment, resources and activities. This enables children to master new skills and make good progress. Children attend the creche from the age of three months up to five years. They are allocated a key person for the time they attend the sessions, who ensures that the educational programmes have depth and breadth across all seven areas of learning. Good information sharing with parents ensures children's learning and development needs are complimented. For example, children are provided with suitable equipment and space to explore walking in safe baby walkers. This

ensures that staff can provide suitable complimentary equipment and experiences to meet the needs of children well.

Children benefit from interesting and challenging experiences, which meet their overall needs well. Children aged three years can also attend the holiday club. Early years children are making good progress in the prime and specific areas of learning. They communicate well at a level typical for their age. Children are supported consistently by staff, who welcome them and take the time to talk to and get to know children attending. Children display good communication and language skills. They listen and take turns to speak in conversations and in activities. Children show their respect for others as they take wait for their turn during games and work co-operatively while planning ideas and learning the rules of the game. For example, they follow direction when playing parachute games and work together to hide the 'mouse' under the parachute while the 'cat' moves on top of the parachute trying to find them.

Children display high levels of confidence and self-esteem. They are fully aware of the safety rules and boundaries and they respond by displaying good levels of behaviour. Children are given choices and decisions to make about what activities they want to participate in and which resources they want to play with. High staff ratios of qualified lifeguards ensure that children attending swimming lessons are learning an important skill, which may save their life. Appropriate buoyancy aids are used for those children who need them and staff ensure that close supervision keeps them safe at all times.

Children's knowledge and understanding of mathematics is complimented through a wide variety of activities, such as team games, where each team includes a selection of all age ranges. Staff promote children's literacy skills by reading a range of books and drawing their attention to the various posters displayed all around the areas that they use. As a result, children learn new stories and words. Craft and art activities provide and encourage children to use their knowledge of phonics as they begin to explore making marks and develop their emerging writing using a range of different tools.

Parents share information on children as soon as they start, completing detailed information, which enables staff to use the information of children's prior knowledge, skills and abilities, to assess them and plan activities and the next steps in their learning. Staff make sure that children of all ages are included in activities equally. They praise children's efforts and celebrate their achievements as children gain confidence in the well supervised swimming lessons.

Children have free flowing access to a wide range of equipment and space, where they enjoy participating in lots of physical exercise. Staff plan an extensive range of sporting and creative games and activities both in the large gymnasium and outdoors in the fresh air. Consequently, children make good progress in their creative and physical development. Babies in the creche have large floor space, where they can crawl or use baby walkers, further developing their physical skills. Staff provide a good choice of challenging activities for children to learn new skills. For example, they work together with other children making big waves with the parachute and laying it flat on the ground. Staff place high priority on promoting children's good levels of self-confidence and

independence. This ensures that they have the skills they need, which complements the learning they receive in other early years settings and in schools.

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

Staff are skilled in engaging children and developing relationships. This results in children developing strong bonds and attachments with staff members. Children are happy and confident and show high levels of affection and trust in staff. For example, babies in the creche are comforted by nurturing adults, who rock them and speak to them softly. Young children securely hold the hand of a favoured staff member, which gives them confidence to try new activities. Consequently, children's emotional well-being is well promoted. Key persons are assigned to age ranges rather than individual children; this is because children may only ever attend once. This system ensures that children receive tailored care to meet their needs and are supported in becoming familiar with the creche or holiday club.

Children show good levels of competence in their independence, appropriate to their age. Staff purposefully hold back and only intervene if asked or needed, giving children time to try for themselves. For example, young children playing the parachute game for the first time are given quiet direction and encouragement to join in with the game. They gain confidence to be the cat and find the mouse under the parachute. Staff initially encourage children to have a go for themselves before intervening or providing the extra support they need to join in with other children. This is successful in supporting children's growing personal, social and emotional development. Staff give children clear and consistent messages about safe and acceptable behaviour. This results in children feeling safe and understanding and accepting boundaries, behaving very well.

Children's welfare and emotional well-being are supported by good care practices. They are adopting good attitudes towards healthy lifestyles, which are very well supported by staff. Staff work in partnership with parents to ensure that they provide snacks and packed lunches that are healthy. Consequently, relationships with parents are strong. Children are aware that they are not to purchase any sweets or fizzy drinks from the vending machines. All babies and children are reminded to cleanse their hands with anti-bacterial gel before eating their snacks or lunch and staff further support their understanding of keeping healthy by reminding them to drink often to keep hydrated during hot weather.

The creche and holiday club are both welcoming and well-resourced. Children settle quickly and are happy. Individually tailored settling-in processes and good information sharing ensures that staff have a good knowledge of children's likes and dislikes, health needs and abilities, right from the start. This promotes children's confidence in attending the creche and the holiday club activities and adapting to different environments. Children's personal, social and emotional development, communication and physical abilities are at good levels as expected for their age range. These prime skills enable children to continue to expand their levels of competence and confidence to continue making good progress in their learning and development.

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

Staff working with the early years age group display a good knowledge and understanding of the learning and development requirements in relation to the wrap-around care provided. Staff effectively plan and deliver a wide range of interesting and challenging activities and resources that enable children to make good progress in all seven areas of learning. Staff carefully monitor all the activities, resources and equipment provided to ensure that early years children receive a broad range of learning experiences, which complement their experiences in school and other settings.

Robust recruitment, training and induction processes ensure that all adults, who are in contact with children are checked to ensure that they are suitable. Staff have a secure understanding of the safeguarding policy and procedures. However, staff caring for older, school aged children, do not have a secure understanding of this, which is a breach of the compulsory and voluntary parts of the Childcare Register requirements. This relates to a recent incident involving children in the older, eight- to 12-year-old age group, where a member of staff did not fully understand the setting's safeguarding policy and was getting changed after swimming in the same communal changing area as older children. This resulted in a complaint. Action taken by the management has resulted in a further detailed induction for the temporary member of staff to prevent this from happening again. This does not impact on the care of younger children as different procedures for this age group were already in place and are robust. Staff supervisions and regular appraisals for permanent staff promotes good practice. Professional development is encouraged, which results in a well-qualified and knowledgeable staff team. However, there is scope to further develop the professional supervision of temporary staff members, in order to maximise their ability to support children effectively at all times.

All children who attend Wild Camp attend other settings or are at full-time school during term times. Staff are fully aware of the guidance within the Statutory framework for the Early Years Foundation Stage in regards to wrap around care. The creche and Wild Camp staff provide supplementary experiences and activities, which successfully complement the learning that children receive in school.

The managers and permanent staff team are committed to developing further the quality and quantity of play opportunities offered to children. Their practice is reviewed regularly and activities are evaluated using a comprehensive self-evaluation process. The views and comments of parents, children and staff are sought and they are very complimentary. However, there is scope to improve the process of self-evaluation to provide a clear plan for improvement that identifies strengths and improves any areas of weakness.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that staff caring for this age range fully understand the settings safeguarding procedures and policy.
- ensure that staff caring for this age range fully understand the settings safeguarding procedures and policy.

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	EY313474
Local authority	Hertfordshire
Inspection number	932235
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	24
Name of provider	Stevenage Leisure Ltd.
Date of previous inspection	07/04/2009
Telephone number	01462 679311

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

