

Camp Beaumont Playscheme

Southside Common, London, SW19 4TT

Inspection date	06/08/2013
Previous inspection date	24/07/2012

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 good opportunities and support for children to learn and develop new and different skills and interests.
- The wide range of physically active and outdoor activities provided support children's good health well.
- Staff help children make and sustain firm friendships with each other and their allocated key-person.
- Management implement good procedures for monitoring staff performance and for ensuring that staff implement safeguarding procedures. As a result, children are well supervised by suitably vetted and experienced staff.

It is not yet outstanding because

- Children are not always able to create and design their own props for pretend play or decide when they want to make something because this is determined by staff.

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 aged three to five years participating in a range of outdoor and indoor activities; both free-play and in adult supported activities and workshops.
- The inspector held discussions with the camp manager, senior group leaders and one member of the organisations senior management team.
- The inspector scrutinised the camp's safeguarding policies and procedures, records relating to health and safety, staff suitability, registers of children and staffs attendance and self-evaluation processes.
- The inspector spoke to a number of parents taking account of their views.
- The inspector observed levels of staff supervision for children age three to seven years.

Inspector

Amanda Tyson

Full Report

Information about the setting

Camp Beaumont Playscheme registered in 1993 and is one of a number of holiday playschemes run by Britannia Learning and Leisure Ltd. It operates from the Kings College school site, which is located close to Wimbledon Common. The local authority is Merton. The scheme primarily provides a range of sporting activities, arts and crafts, drama sessions and opportunities to engage in off campus activities such as horse riding. Many of the children attending the playscheme live locally, although some children are visiting the area with their families from overseas. There is a self-contained nursery and outdoor play area set aside for children aged three to four years. On the day of this inspection there were 371 children age between three and 15 years present. Of these 50 were in the early years age range and 144 were under eight. Children attend morning, afternoon or all day. The camp runs from Monday to Friday for five weeks during the school summer holidays. Core hours for the group are from 8.30am until 5.30pm. An additional 30 minute period of care before and after the core hours is available to parents if required. There were 56 members of staff present on the day of this inspection. More than half of the staff hold recognised qualifications in childcare and/or education ranging from NVQ Level 2 to Qualified Teacher Status (QTS). Many of the unqualified staff are on the teacher training programme. Six specialist activity instructors are also employed, for example to teach archery and swimming. The organisation is a member of the British Activity Providers Association.

What the setting needs to do to improve further

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

- provide freely available creative media, both inside and outside, so that they can create and design their own play props and link a wider range of activities, such as role-play, to the weekly theme.

Inspection judgements

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

Children enjoy taking part in the range of sporting and creative activities provided throughout the week. Staff communicate with parents before children start and then make good use of observation and assessment to develop understanding of children's interest and capabilities. A significant number of children speak English as a dual language or are learning English as an additional language. Staff agree methods with all parents for the best way to communicate with their child and make use of pictures, symbols and actions. Staff keep parents informed about how well the camp is meeting their child's needs

particularly during the settling-in period. If staff feel a child's needs could be better met by moving them into a different age group, then this is discussed and agreed with parents. The organisations flexibility on this is particularly helpful for children with shorter attention spans or with special educational needs. Parents are provided with good information about the camp activity programme, their children's achievements, and developing interests. The activity programme is displayed on the notice board, website and explained in newsletters. Staff record the choices children make each day on a daily report card, which is given to parents when they collect. This gives parents a prompt for when their child says they 'can't remember' what they did today. Children enjoy putting on drama and singing shows for parents and each other and showing off the crafts they have made on Friday afternoons.

Staff carry out and record a lot of observational assessments on children. They use the information to inform and guide some aspects of their planning to ensure children have access to areas of learning such as maths. This is a play-based provision that runs for five weeks during the summer only and such rigorous use of observational assessment is unnecessary. The activities provided complement children's term-time experiences well, which is what is expected for this type of provision. Staff provide children with good opportunities to learn new skills and develop new interests. For example, five year olds are introduced to archery and all children experience the thrill of 'driving' using kiddi-karts in a safe and controlled environment. Children learn different ways of doing things during the daily creativity workshop, for instance they make papier-mache without balloons to make masks. Children age three and four years benefit greatly from having their own base in a separate building. They enjoy the free-play periods because they are able to initiate and lead their own play. Staff follow their lead and join in their play, for example in searching for small creatures, building sandcastles and practising 'hoola hooping'. Staff plan activities to link with the weekly camp theme, such as 'pirates' or 'superheroes'. Children come in fancy dress on one day, make swords or masks, and go on a themed treasure hunt. Both nursery and school age children enjoy attending one or more of the one hour daily academies, such as for football, drama and singing, which are led by experienced and/or qualified tutors. These activities are exciting and thoroughly enjoyed by the children. However, staff do not provide varied enough resources for children to continue with the theme, or to extend their pretend play during the free-play periods. For example, although the theme is superheroes, role-play is set up as a bakers shop. Although photographs of cakes are displayed and the area is equipped with toy plates, written signs related to a shop such as 'Open', there are no cakes. The art and craft activity is potato printing 'to introduce children to repeated patterns'. Although the camp is well resourced with art and craft tools and materials, these are not freely available to children to use to make their own props; for instance, cakes to sell at the baker shop.

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

Children's happiness is demonstrated by their enthusiastic singing and chanting as they move around the camp in their groups. Each child is allocated to a particular member of staff known as their 'key person' who is well known to children and parents. Staff help their key children to separate from parents, settle in and make friends. Relationships

between staff and parents and children are quickly established. Staff use registration and lunchtimes particularly well to encourage this. At registration time they introduce and explain the activities of the day to children which enthuses them. Staff sit with children during lunch; encourage them to open their own lunchboxes, to reflect on their morning's achievements and engage in sociable conversation with each other. Staff escort children to the toilet, but encourage them to manage their own personal care. These routines help children develop independence and prepare pre-school children for school.

Parents choose whether to provide children's snacks and packed lunch or pay for the camp to provide this. Camp snacks and meals are healthy and provide children with all the nutrients and energy they need for the afternoons activities. The organisation provides parents with ideas for healthy lunch boxes. Staff promote the organisations 'Camp Kids = Healthy Kids' motto. They encourage children to take part in physical activity and to drink water regularly between sessions so that they do not become thirsty. All children have the chance to go swimming, use the bouncy castle, ride bikes, climb scramble nets, play tennis, and join in a range of group games, such as with the parachute, dodge ball or circle games involving chasing each other. These activities help to lay the foundations for children to adopt health and active lifestyle habits. Children develop confidence in their physical ability, such as mastering the skill of archery, and are then eager to try other new experiences. Staff promote sun safety to children and ensure that they are well protected with barrier cream and hats. Staff explain why safety rules are in place, for instance no running around the swimming pool because they might slip. Fire evacuation is practised with children once per week. Staff reinforce the importance of staying within their 'crocodile line', when they are moving around camp.

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

The camp is well run, as roles and responsibilities of managers and leaders are clearly defined and understood by all. Record keeping, such as for accidents, administered medication and children and staff attendance is consistently thorough. Management carry out regular observations and evaluations of the effectiveness of staffs practice, planning and supervision of activities. They use the information well to drive improvement by setting themselves, and staff, achievable action plans. Since the last inspection, the management team have reduced the length of time that younger children spend participating in adult-led activities to take account of their shorter attention spans. They demonstrate a good understanding of the learning and development requirements of the Early years Foundation Stage. Staff now allocate more time for free-play. They provide children with additional resources and activities to keep them engaged while they wait for their turn, for instance on the bouncy castle or kiddi-karts. This prevents boredom and, as a result, misbehaviour.

Management implement rigorous and effective recruitment, vetting, induction and staff performance management procedures. Staff all attend a two day pre-camp orienteering day which serves as a refresher for returning staff and induction for new staff. This covers all policies and procedures including safeguarding, behaviour management, risk

assessment and whistle-blowing. Management have effective procedures in place for ensuring that enough staff are booked to work each day to meet the adult to child ratio requirements, which are consistently well met. Qualified/experienced tutors lead specialist activities, such as archery and swimming. Where applicable extra staff are deployed to ensure children's safety. Group leaders are not included in the ratios so are free to provide extra support. Staff supervise children closely at all times and particularly well when escorting them from one programmed activity to another around the camp. There are good procedures in place for ensuring the safe arrival and collection of children. The risk of a missing child situation occurring is therefore minimised. Child protection training is mandatory for all staff and updated every two years. There are established procedures in place for acting on concerns about a child's welfare, and for dealing with allegations against staff. Management say that mobile phones are an essential tool for camp staff because it is the quickest way to summon help in the event of an emergency on such a large site. Staff are only permitted to use their mobile phones for work related issues and emergencies. Management carry out spot checks to ensure this is respected. Staff are not permitted to take photographs of the children. The club has good procedures in place for managing and monitoring accidents.

Parents are well informed about camp policies and procedures, such as for making a complaint.. Management handle concerns from parents and carers well. Parents say that children enjoy attending each day. They are pleased that children have opportunity to engage in healthy outdoor activities, learn new skills and make new friends. Parents appreciate the daily cards they receive informing them of the activities their child has participated in each day and enjoy attending the Friday review. Parents of children visiting the United Kingdom for a holiday say that the camp experience supports their child's developing English language. Staff welcome external support workers who accompany children with special educational needs and/or disabilities to enable their inclusion.

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

Unique reference number	138261
Local authority	Merton
Inspection number	930960
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	450
Number of children on roll	194
Name of provider	Britannia Learning & Leisure Ltd, TA Camp Beaumont
Date of previous inspection	24/07/2012
Telephone number	020 8947 7041

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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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