

Campers Pre-School and Out of School Club

Dayrell Road, Camp Hill, NORTHAMPTON, Northamptonshire, NN4 9RR

Inspection date	19/12/2013
Previous inspection date	11/12/2012

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

- Teaching is consistently good, this enhances children's learning and allows them to make good progress across all areas of learning. This includes good support and interventions for children with special educational needs and/or disabilities.
- The leadership of the pre-school has significantly increased the quality of provision by identifying their own priorities for improvement and undertaking a thorough professional development programme.
- Children are kept safe through effective supervision, a comprehensive policy and effective behaviour management strategies.
- An effective key person system means children are happy and settled within the pre-school and also enables the staff to target children's next steps in learning through effective, individualised planning.
- Effective partnerships with parents and the school have been developed, this supports children in their learning and increases their readiness for school.

It is not yet outstanding because

- The use of outdoors has not yet been maximised to fully enhance children's learning. For example, on occasions their access to the environment is restricted.

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 conducted a tour of the premises.
- The inspector observed activities in the main playroom and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector accompanied the manager on the school pickup.
- Assessment records, planning documents, policies, qualifications of the staff and their suitability was checked.
- Discussions were held with parents, staff and children.
- A meeting with the manager was held.

Inspector

Ben Hartley

Full report

Information about the setting

Campers Pre-School and Out of School Club is one of two clubs, which is privately owned by the same provider. It was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile unit in the grounds of Hunsbury Park Primary School in Northampton. The pre-school and out of school club serves the local area and adjoining school and is accessible to all children. Children have access to two playrooms, an enclosed outdoor play area and outdoor facilities within the school grounds.

The pre-school and out of school club employs seven members of staff. All staff, including the owner, have appropriate early years qualifications. The owner and another member of staff hold an early years degree, four staff members have qualifications at level 3 and one member of staff is working towards a qualification at level 3. The pre-school and out of school club opens Monday to Friday from 8am until 6pm during term time only. Children attend for a variety of sessions. There are currently 32 children attending the pre-school and 28 children attending the out of school club. The setting supports a number of 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:

- maximise the utilisation of the outdoor environment by, for example, allowing even more free access for the children.

Inspection judgements

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

The teaching within the pre-school is of a good quality, this provides children with a solid foundation to support their learning and ensures they make good progress across all areas of learning. The pre-school are also actively seeking interventions to support children with special educational needs and/or disabilities. They also use an effective key person system to devise individualised planning that specifically targets the next steps in their learning and development. There is a significant emphasis placed on the interests of the children and this is incorporated into planning. The wide ranging curriculum offers children a range of opportunities, the activities relating to art are particularly strong and creative. There is a wide variety of activities that use a range of different resources in a creative way, for example, using flour to allow children to draw and make creations using various equipment. This allows the children to be expressive and helps their enjoyment and engagement in the activity. The range of resources outside are also good, for example, as

there is a digging area that the children enjoy exploring. This is supported well by staff, who provide children with additional equipment, such as microscopes, in order for this learning opportunity to become more meaningful. Other resources, such as, bikes and scooters are also enjoyed by the children and this helps their physical development. However, there is scope to improve the use of the outdoor area further. For example, during certain parts of the session the children's access is occasionally limited. Consequently, learning opportunities in the outdoors are not yet maximised. Staff communicate well with the children and skilfully extend their learning through their varied use of questioning.

The pre-school provide a good balance of opportunities for children to be involved in independent activities and those which are supported by staff. Children demonstrate an eagerness to learn and further their understanding by persisting with activities and asking questions of the staff. The pre-school also organise routines well and ensure that they cause minimal disruption to children's learning. They also utilise these group learning opportunities effectively to involve all children and provide a variety of learning opportunities. For example, during a group talk time the staff support all children to allow them to be involved in singing. They also use various resources and actions skilfully during these times to support children and help their understanding. For example, they use a parachute and motion for the song 'wheels on the bus'. The use of these actions supports children with English as an additional language and helps them to remain involved and a part of these group activities. The pre-school also have strong links with the on-site school, providing opportunities for the children to be a part of specific activities that are being undertaken within the school. Opportunities for children to undertake sessions within the school reception classroom are also available. This helps prepare children for the transition into school and increases their readiness for the next stage in their development.

Partnerships with parents have also been developed through effective communication and sharing of information. For example, the pre-school gather additional information about children prior to them starting, this has helped children settle more quickly. The pre-school have also devised effective strategies to engage parents within their children's learning and use their knowledge to support them. For example, they have devised a photograph board in order for parents to share significant information that supports their children in feeling secure within the pre-school. These strong links with the child's home environment allows learning to be shared. Parent's views were considered as part of the inspection and all commented positively on the services provided by the pre-school and the staff within the setting.

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

Children are happy and settled within the pre-school and they enjoy the calm environment that allows learning to be the focus. Children have formed secure attachments to the staff and are developing strong friendships with their peers. An effective key person system helps facilitate this and allows children and their families to develop meaningful relationships that support children in their learning. This also contributes to their positive emotional well-being. The staff demonstrate a secure knowledge of the children within

their care, this allows them to provide a range of interesting activities that are linked to their interests and development. The environment is well organised, with staff deployed effectively to supervise children and ensure their safety. This also allows children to take manageable risks. For example, in the outdoor environment children are allowed the opportunity to move quickly and in a variety of ways, as well as climbing and using other physical skills. Children demonstrate that they are well-settled and content within the pre-school and this allows there to be a focus on learning.

The pre-school also takes positive measures to promote children maintaining healthy lifestyles. For example, snack times are well planned and provide a wide range of nutritious food and drink for the children to enjoy. The environment is safe, secure and well maintained, consequently, children are kept safe. Risk assessments and policies that are closely understood and adhered to by all the staff also enhance children's safety. Staff also demonstrate a good understanding of the importance of safeguarding children and make it a very high priority within the pre-school. For example, during the after school run children are kept close to staff and potential hazards, such as the school playground, well managed.

Children within the pre-school make positive behaviour choices and this is supported well by all the staff, including the manager. There are good measures in place to promote positive turn taking behaviour. For example, the staff use an egg timer to help children share, they respond positively by freely sharing the toys and resources within the pre-school. An effective behaviour management policy supports staff in delivering these strategies. There are also good rewards in place for children, for example, a 'star of the day' and sticker rewards. This means that children enjoy and take pride in their achievements.

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

The leadership of the pre-school helps maintain a high quality provision. The manager works effectively to safeguard children and provides staff with appropriate access to relevant training to keep their understanding up-to-date. Staff have undertaken suitability checks and this helps ensure that only appropriate adults have access to children. There is also a thorough recruitment procedure. Children are supervised well within the pre-school and communication between the staff helps ensure a high level of supervision. The manager has been open to changes that have had a positive impact on the quality of the provision. For example, the planning has been changed to become much more focused on the individual needs of the children as well as their interests. The pre-school also reflect critically on their provision and are developing aspects of the provision further.

The manager monitors the educational programme and the quality of teaching effectively. This has a positive impact on the quality of teaching within the pre-school. The manager has also recently undertaken her early year's degree along with another member of staff. This enables her to accurately identify improvements that can be made and help deliver them. These staff qualifications and the drive of the staffing team to develop professionally has a positive impact on the overall quality of the provision. For example,

the pre-school are teaming with the school to undertake autism training, in order to provide additional support for children within the setting. This highly qualified, well-motivated staffing team ensures that the setting deliver a high quality provision. This includes reflecting on practice and working on improvements that have been identified in the previous Ofsted inspection.

Partnerships with parents have been developed in order to meet children's individual needs. Strong links with the local school have also been formed, as well as links to other agencies to provide support for children with special educational needs and/or disabilities. These links provide children with a solid foundation to support children's learning and enables them to support those with special educational needs and/or disabilities effectively. The strong links that have been formed with the local school help with children's transition arrangements and well as their readiness for the next stage in their development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	220166
Local authority	Northamptonshire
Inspection number	945429
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	60
Name of provider	Maxine Mary Rayne
Date of previous inspection	11/12/2012
Telephone number	07780 617763

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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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