

Barracudas

Woodford County High School for Girls, High Road, WOODFORD GREEN, Essex, IG8 9LA

Inspection date	14/04/2014
Previous inspection date	09/08/2012

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

- Children are safe and secure in the indoor and outdoor areas of the camp because staff are vigilant. They ensure all children are accounted for at all times and conduct rigorous risk assessments for each activity provided.
- Security and safeguarding of children are of paramount importance. Staff have effective strategies to ensure children are protected from harm at all times.
- Staff have a good understanding of the requirements as set out in the Statutory Framework for the Early Years Foundation Stage. Consequently, there is a good balance of adult-led and child-initiated activities that support children's learning.
- The management provides strong leadership and has an ongoing commitment to improve the quality of the provision.
- Good partnerships with parents mean that information is exchanged to ensure that individual children's needs are met.

It is not yet outstanding because

- Staff do not always provide children with a full range of technology resources to increase the children's learning opportunities for understanding the world.

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 activities in the classrooms and grounds.
- The inspector spoke with the managers, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with the early years manager.
- The inspector sampled policies and procedures, suitability records, risk assessments, children's progress records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Barracudas Easter and Summer Holiday Activity Camp registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The camp is part of a national chain of out of school provisions run by Young World Leisure Group Limited. The camp operates from the premises and grounds of Woodford County High School for Girls in Woodford Green within the London Borough of Redbridge. The camp serves the local community and is open each weekday during the Easter and summer school holidays from 8am until 6pm. Children attend for a variety of sessions.

A qualified teacher is responsible for the management of the setting. There are currently 18 members of staff in total who work directly with the children. All staff are appropriately qualified, three of whom hold early years qualifications, including an early years degree. There are 18 children on roll in the early years age group and in total 118 aged between four and a half years to sixteen years. The camp 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:

- increase the range of resources available to promote learning in technology to further support children's understanding of the world.

Inspection judgements

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

Staff have a good knowledge of the learning and development requirements as set out in the Statutory Framework for the Early Years Foundation Stage and a secure understanding of how children learn. There is an effective balance of child-initiated and adult-led play based activities. The quality of teaching is good as staff engage children in interesting and exciting activities to promote their development in all the seven areas of learning. Staff encourage children to extend their activities and praise and reward their achievements, thus promoting their willingness to learn. For example, when children play cooperatively together and work well as a team to tidy away their resources staff show them a variety of stickers they can choose from as a reward for their good team work. This effectively motivates the children and promotes their personal, social and emotional development.

Staff read stories, sing songs with enthusiasm and encourage children to join in. This sparks children's developing imagination and they tell stories of their own as staff listen intently. In a children's fantasy world a giant chess set becomes a stage for a wild west tale. Children have many opportunities to develop their physical skills as staff provide a

variety of outdoor games and sports. Children choose the activities they prefer and staff encourage them as they plan for their individual development using their interests and abilities gained from information gathered from parents at the start of the camp. Staff provide interesting resources for children in the rooms they use for a base and children enjoy role play making pretend sandwiches to sell in their shop. A cash register is provided for the shop, but there are generally fewer resources available to promote children's experience of technology, which means that their ability to explore this area of development is reduced.

Staff extend children's learning when they introduce twigs that the children collected the previous week and demonstrate ideas for their use. Children have good opportunities to demonstrate their creativity and use their imagination as they dress the twigs to make 'twig people'. They talk about the number of eyes they need and the shapes they use to decorate their models supporting their emerging skills in mathematics. Staff promote children's communication and language development as they ask open-ended questions and engage them in conversation as they sit in a circle and talk about their favourite activities at the camp. Children learn to listen and follow staff instructions which prepares them for the activities provided and supports them well for their return to school.

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

Children develop close and fond relationships with their key persons and other staff. They make friends and learn to share and care for others. They are outgoing, friendly and sociable. Children are very well behaved in the camp. Staff ensure that children understand how to behave responsibly by acting as positive role models. Children draw up their own ground rules and receive stickers for good behaviour. Children learn a sense of responsibility as they undertake tasks and support those who are younger or new to the camp. They are encouraged to tidy away activities before they begin something new and are involved in the setting up of their activities. Staff praise children for the smallest achievement, which boosts their self-esteem and encourages motivation. Children confidently select resources and lead their own play.

Children's safety is paramount at the camp. Staff supervise children well in all areas indoors and outdoors. The key person system is highly effective in this regard and staff are vigilant to ensure the safety of children in their group. Children are head counted in to and out of each activity and staff know the names of all the children in their groups. Thorough risk assessments are carried out prior to children attending the camp and before each activity to ensure the premises and equipment are safe. Children learn how to keep themselves safe. They learn how to manage risk as they undertake new challenges. All activities are age appropriate. For example, older children can participate in fencing, whereas younger children are provided with foam fencing tools. This differentiation does not affect the children's enjoyment as they can still wear the padded suits and begin to learn the moves and skills. Similarly all children can engage in motor sports where the younger children are provided with cars appropriate to their age, skills and abilities.

Children's health is promoted through good hygiene procedures as they are encouraged to

wash their hands before eating and after playing or visiting the toilet. Children learn about eating healthily as staff ask them what fruits they have eaten that day. Children learn the letters and sounds that make up the names of their fruits and count how many children have eaten a particular fruit. Children eat better when they eat socially as parents are pleased to acknowledge. Children learn good table manners and politeness, and when to sit still and listen. These skills support children in school and equip them well for the future. Children have access to drinking water continuously and especially after physical games. Staff are kind and caring to the children, they listen to their worries and take them seriously. For example, when children say they feel scared in new situations staff comfort them and help them to feel more confident.

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

Staff demonstrate a good understanding of their responsibilities to promote the learning and development of all children. The management team work closely together to ensure children enjoy effective support that promotes their progress well. Children's progress is observed and shared with parents. The management team closely monitor and evaluate the educational programmes at the end of every day to ensure they meet the needs of all children attending. Policies and procedures for the effective management of the camp are available, including a safeguarding policy which is understood and implemented by all staff. The use of personal mobile phones is not allowed and this helps to ensure that children are protected. All staff undertake training before the camp begins at each season. Training includes safety and safeguarding and staff fully understand when and how to raise a concern if necessary to help them protect children.

Staff practise fire drills weekly and children and adults know what to do should an emergency arise so they keep safe in the event of a fire. Staff ensure that every day there are sufficient well-qualified staff available to support the children in their play and learning. Rigorous recruitment procedures are followed and new staff receive a thorough induction into the camp's policies and procedures and practices before the camp starts. Arrangements for staff supervision and appraisal are in place and all staff are encouraged to undertake regular and frequent training in order to continue to develop their knowledge and skills. The management team are committed to continuously improve the provision for children. Parents, staff and children are involved in the self-evaluation of the camp and contribute to its plans for future improvement.

Information is gathered from parents about children's individual health needs and staff ensure that children only eat the food provided by their parents. There is a policy preventing nuts from being brought into camp to protect those with allergies. Several staff have undertaken first aid training so they can deal with minor injuries should the need arise. Information for parents is displayed on a notice board and parents know they can communicate with managers by telephone, should they need to during the session. Parents speak very highly of the camp and say that their children thoroughly enjoy themselves. Good systems are in place for the collection of children and anyone other than parents must present their identification and staff receive prior notification from

parents.

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	EY442093
Local authority	Waltham Forest
Inspection number	955726
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	18
Name of provider	Young World Leisure Group Limited
Date of previous inspection	09/08/2012
Telephone number	01480497533

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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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