

# Camp Beaumont Day Camp at Christ's School

Christ's School, Queens Road, RICHMOND, Surrey, TW10 6HW

<b>Inspection date</b>	16/04/2014
Previous inspection date	26/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 promote the children's learning well across all areas. They take into account children's individual needs to promote their learning.
- Children are keen and eager to share their views with others and staff promote this well, building on the children's confidence levels to speak out in small groups.
- The management team monitors the holiday club effectively and encourages the staff team's professional development, which benefits the children.

### It is not yet outstanding because

- Some children become restless due to the wait time when moving between activities and at the end of meal times.

## 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 the children's play and staff interaction in the main play room, playing field and large sports hall.
- The inspector spoke with staff and the camp provider and the provider.
- The inspector examined documents including a sample of children's records, development plans, staff suitability, policies and procedures and the self-evaluation
- The inspector reviewed the safety of the premises.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Camp Beaumont Day Camp at Christ's School registered in 2012. It is one of several provisions run by Camp Beaumont Day Camp Limited. It operates from Christ's School in Richmond, Surrey. Children have use of the eight classrooms situated on the ground and first floors. They also have access to two art and craft rooms, a sports hall, drama/dining hall, boys' and girls' toilets and changing rooms all situated on the ground floor. There is access to secure, large, outside play areas.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The camp operates during the Easter and summer school holidays only, between 8.30am and 5.30pm every weekday. There are currently 41 children on roll. Of those, five are in the early years age range.

The play scheme is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are nine staff working at the camp. This includes the camp director, deputy director and under-eights coordinator. Of those staff, two are qualified teachers and two staff have a qualification equivalent to level 2. There are a further three staff working towards their qualified teacher qualifications.

### What the setting needs to do to improve further

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

- review the organisation of the meal times and transition between activities so the children are kept occupied whilst they are waiting.

### Inspection judgements

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

Children are happy and settled and have their individual needs met by caring staff. Children in the early years age range each have their own key worker that knows them well. They have built good relationships with their key children in a short space of time and are fully aware of their next steps of development within the camp. Staff work with the parents to settle new children into the camp and use the knowledge of their likes and dislikes to plan activities that they are interested in. This allows children to settle in well.

Planning of sporting activities incorporates children's individual next steps of development. This enables each child to progress at their own rate and they are all making good progress from their starting points from when they started at the camp. Staff complete observations and use this information to feed back to parents how the children are

developing and progressing at their time at the camp.

All ages of children enjoy playing in the large sports hall and the playing field as they develop their physical development through playing ball games. Children are split into different age groups, and they use a curtain to split the hall. This is so the older children's games do not interfere with the younger children. Staff join in the games, which children find exciting. Older children nurture the younger ones and make sure they understand the rules of the game and that they do not get hurt when the older ones are all running around. This greatly supports the children's safety and their understanding of rules.

During craft sessions staff promote the children's learning and development well. They encourage the children to talk about their drawings and to write about them. Children eagerly talk to staff and explain their drawings to them. Staff praise the children well for their drawings. This builds the children's self-esteem and their confidence. During story times, staff involve the children well in the story. They ask the children meaningful questions about the story and encourage them to think about what they do at home in relation to the story. This gets the children to think about what they are doing and also builds their confidence to talk in front of others.

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

Staff have a good understanding of behaviour management and all are consistent in their approach with the children. Staff are highly skilled in supporting younger children and encouraging them in building up their confidence. Younger children have their self-esteem and confidence nurtured by the staff through the good use of praise and support. All children behave and work very well together. Children work with the staff to talk about their own views and thoughts on respect, and how not respecting others can affect their well-being. This greatly supports children's understanding of being kind to one other.

Children are taught well about their own safety and of those around them. Staff teach the children about the boundaries when they play and where the children are allowed to go. If a ball crosses the boundary the children stop and the staff go and get the ball. This allows the children keep safe.

Children learn about exercise and healthy lifestyles through informal discussion over meal times. Staff work with the children and the parents so they have healthy choices at meal times. Staff also teach the children well about the importance of making sure they have plenty to drink, as the sports can make them thirsty. This supports children's well-being and health well. As children move between activities and after they have finished their meals, there is quite a lot of waiting for them. Some children start to become restless as they wait which can have an impact on their well-being.

Staff support the children well in learning how to keep themselves safe and closely supervise them at all times. They participate in regular fire drills that allow them to understand what to do in an event of an emergency. Staff also gently remind the children how to move safely when they are in the rooms. Activities are set out for the children on

arrival for them to start playing when they arrive with their parents. After the initial registration children then split into their relevant age groups to start their planned activities for the day. During the sessions children regularly help themselves and change over activities with their designated age groups, deciding what they would like to play with. This supports children's individual choice and nurtures their independence skills.

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

Staff have secure knowledge and understanding of safeguarding and child protection. The provider and the camp director have a secure regard to the safeguarding and welfare requirements, as well as the learning and development requirements. Full risk assessments take place to make sure the school site is safe for the children to attend. Due to recent building works at the school, the staff have carried out additional risk assessments to make sure the new arrival and departure procedures keep the children safe. This supports children's safety as they arrive and leave. All staff are clearly visible in their uniforms, which are colour coded to show their position. Staff also wear name badges so all visitors into the camp and children can see who they are. Children learn the staff's names in a short space of time which allows them to bond. Any visitors in to the setting are approached by the staff and asked to show identity. This makes sure the children are safeguarded while on the premises.

Staff are fully aware of who to report any concerns to and have a comprehensive knowledge of the setting's policies and procedures. This allows them to keep the children safe. Robust systems are in place for staff recruitment. Detailed staff checks take place so the provider can check the suitability of staff working with the children.

The provider, camp director and the staff evaluate the sporting programme well, to make sure it allows the children to progress with their learning and development. Each member of staff has regular appraisals to assess their training needs and professional development. This benefits the children as staff keep up to date on what activities they carry out with the children to enhance their learning and development.

The setting's self-evaluation process has clearly highlighted their key strengths and the areas they are currently working on to improve the quality of the provision further for children. The provider, camp director and the staff are proactive in meeting the recommendations set at the last inspection and improving outcomes for all children. Staff gather the children's views through meetings with them to ask what activities and games they would like to participate in. The staff then feedback this information to the provider to make the changes. This allows the setting to be responsive to its users. The staff work closely with the parents to find out what the children have been doing at school and if they require extra support. This provides continuity of care for the children.

### **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

<b>Unique reference number</b>	EY442870
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	969168
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	260
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Camp Beaumont Day Camps Limited
<b>Date of previous inspection</b>	26/07/2012
<b>Telephone number</b>	01263823000

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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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Piccadilly Gate  
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