

The Academies - UCS

University College School, Frognal, LONDON, NW3 6XH

Inspection date

Previous inspection date

30/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children feel safe and behave well as staff are kind and respectful to them.
- Staff provide fun and stimulating activities across the areas of learning. Therefore, children enjoy learning through play.
- Children's physical skills are enhanced through a wide range of well-planned sports and movement sessions, which complement their learning at school.

It is not yet good because

- The provider fails to ensure that all requirements relating to documentation are met. Some records regarding complaints, staff recruitment, qualifications and training are not available or accessible for inspection.
- At times, the organisation of some group activities does not fully engage all children because the groups are too large.

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 had a tour of the premises used for the holiday camp.
- The inspector observed children's activities and planned sessions.
- The inspector took account of the views of the parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled policies and procedures and discussed how the provider meets the requirements for the Early Years Foundation Stage.

Inspector

Carolina Montesinos

Full report

Information about the setting

The Academies - UCS holiday camp registered in 2013. It operates from University College School, Hampstead in the London Borough of Camden. The camp is accommodated in three group rooms in the college and is open each weekday from 9am to 3pm Monday to Friday during the school holidays. All children share access to three enclosed outdoor tennis courts. The camp is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The camp makes provision for children with special educational needs and/or disabilities. They employ 10 members of staff including the manager. Of these, seven hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure documentation is accessible and available for inspection, particularly information relating to complaints, staff recruitment, qualifications and training.

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

- improve the organisation of group activities so that the numbers of children involved do not prevent staff from meeting children's individual needs.

Inspection judgements

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

Staff plan a thoughtful and interesting range of activities for the children across the areas of learning and take into account the interests and needs of the children. Children enjoy their holiday camp activities and the staff make use of every opportunity to teach children new skills and extend their learning. For example, during a Brazilian Capoeira dance lesson, children practise counting as they jump to the beat of the tambourine. They use their imagination as they become like lions, balancing on their hands and feet on square mats. Staff are attentive to children's needs and interests overall and base the direction of the daily planning on their knowledge of the children in their group and their observations. For example, they follow children's interest in a popular film to teach them a dance routine, based on the soundtrack. As a result, children are engaged in their activities and show good attitudes for trying new things and taking safe risks.

Staff provide a mixture of adult-led and child-directed activities. The daily routines include a range of workshops in the morning and free-play times in the afternoons. This

arrangement allows children to mix with others in the different age groups and explore the environment in order to direct their own play. Staff plan activities for the children to promote their physical and creative learning and development particularly well. Children access yoga sessions, team sports, such as football and tennis, and team games. Children also access a range of creative workshops, such as drama, art and dance sessions. This complements learning they receive at school, and reinforces their understanding of healthy lifestyles and the positive effect of physical exercise to their bodies. Children are also able to choose quiet activities, which meets the needs of those children who prefer less physical activities. For example, staff have a small group singing time before having a snack. This helps younger children settle, take a rest, and practise their language skills as they follow sound patterns in songs and rhymes. Staff support children's learning by becoming involved in play, giving clear instructions during activities and demonstrating how to use the equipment and what to do. Staff also use their voices and manner to enthuse the children. As a result, children generally participate in all the activities and show good levels of interest and enjoyment. However, the organisation of some group activities does not fully engage all children because at times the groups are too large. For example, when four-year-olds were receiving individual support to develop their skills during a group dance session, the large numbers meant some children chose not to participate while others had to wait a long time for their turn. This meant that some children became disinterested.

There is regular communication between the staff and parents and this involves exchanging information about the children, their needs and interests. For example, staff discuss and agree on an individual plan for any children who need additional support due to their special educational needs and/or disabilities. Additionally, staff gather feedback from parents at the end of each day and at the end of the camp in order to improve and tailor their practice to meet children's individual needs. Children speak positively about their activities, their friends at camp and the staff as they share their experiences with parents. This has a positive impact on children's motivation and promotes good communication with parents.

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

Staff are kind and encouraging to all children; they offer meaningful praise as children show positive attitudes and involvement. Therefore, children respond positively to staff, they are generally engaged in their activities and behave well. There is a key-person system, which supports children as they settle into their daily routines and allows the staff to get to know the children and their families well. Therefore, children are able to develop sound relationships and bonds with the staff.

Staff have an understanding of issues related to child protection. They have received adequate training on the company's policies and procedures and are confident explaining the correct steps to take to ensure the welfare of the children, including who to contact if they are concerned about a child. Staff help children learn to be safe as they risk assess the premises regularly. They ask children to look both ways when walking in between the school buildings or the car park, and encourage children to hold on to the banisters as

they walk up and down the stairs. Therefore, staff demonstrate sufficient knowledge and understanding of safeguarding children and children are developing their understanding of safety. Furthermore, staff have a suitable understanding of how to deal with children's incidents and accidents appropriately and keep record of this, which they share with parents. This helps keep children attending the club safe. However, there are no records of any training certificates available to confirm the levels of qualifications and training among the staff.

The holiday camp follows a healthy eating scheme, which encourages parents to provide healthy snacks and packed lunch for their children. For example, staff send parents an email with suggestions for the children's lunches. There is a no-nuts policy in the camp and staff make sure parents are aware of and follow this. Lunchtime is a social occasion and children enjoy talking to their friends and discussing what they have for lunch. For example, children say, 'I have strawberries too' to each other, as they overhear a member of staff make a comment on how strawberries are a healthy snack. This helps children develop their understanding of healthy foods and healthy lifestyles. Additionally, staff promote appropriate hygiene practices and encourage children to wash their hands before snack and after messy play activities, such as painting and sticking. Children's independence is promoted as children have opportunities to choose their activities in the afternoon and as they become confident managing their own personal needs. Nonetheless, staff supervise children going to the toilet, as the facilities are in different parts of the building. Children have access to plenty of fresh air and opportunities for physical activity, exercise and large movement activities, which also contribute to their well-being and further promotes their understanding of healthy lifestyles.

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

This inspection took place following concerns regarding the provider's lack of knowledge and understanding of the requirements of the Early Years Foundation Stage, including the suitability of staff working with the children. These concerns were raised as a result of an inadequate outcome judgement at one of the provider's other holiday camps. The inspection found that although the provider has taken action to ensure there are systems in place to meet most of the requirements at this camp, they have failed to ensure they meet all the requirements for documentation. This particularly refers to making the records of complaints, staff recruitment, qualifications and first aid training certificates available for inspection. However, following this inspection the provider quickly contacted Ofsted and gained permission to keep records securely off the premises.

Overall, the provider demonstrates they have an understanding of the safeguarding and welfare requirements. A file containing the organisation's relevant policies and procedures is kept in the camp and is accessible to staff and parents. These include clear policies regarding the use of mobile phone and cameras in the camp, which help to ensure children are protected from harm. Leaders and staff demonstrate they have sufficient understanding of how to recognise and respond to the indicators that would cause concern. They understand the importance of protecting children should they be at risk of

harm and the procedures to follow if an allegation is made against a member of staff. Visitors are required to sign the visitor's book, which further safeguards children. Staff also ensure the safety of the children by conducting regular safety and risk assessment checks of the premises before camp starts and throughout the day in order to eliminate or minimise any potential hazards. Furthermore, staff are deployed appropriately to ensure children are safe as they move around the premises. The camp's complaint procedures are shared with parents and the provider ensures that they follow the required steps in dealing with any complaints made by parents or others. Some current records were sampled during the inspection. However, there were no records of previous complaints available.

There are adequate systems to gather key information about the children, which inform staff of the care needs of the children attending. This includes any medical or dietary requirements, which helps staff to ensure children's well-being is fostered in their practice. Trained staff show a sound understanding of first-aid practice and procedures. They are confident in explaining how they would deal with children's accidents and the steps they will take to ensure the safety of the children, including situations where they would need to contact Ofsted. Furthermore, the provider is aware of the requirements for meeting staff ratios and qualifications and organises the provision in order to meet these. However, confirmation that staff hold appropriate childcare and first-aid qualifications cannot be fully assured, as records are not held on site.

There are suitable recruitment, induction and supervision systems to support staff's practice and monitor the quality of provision. The provider has a good understanding of safer recruitment and makes sure they complete employment references and obtain Disclosure and Barring Service checks for all staff working with the children. The provider offers induction and training sessions to all staff before each camp starts, where they look at staff's roles and responsibilities, the camp's policies and procedures for safeguarding children, and the curriculum. The provider adequately monitors staff's practice, as he participates in the club's activities and has a hands-on approach. This means he is available to provide feedback to staff and offer support where needed. The provider is generally able to identify strengths and weaknesses in practice. Self-evaluation systems allow the provider to enhance aspects of the practice, as they take into account the views of parents and staff to develop their provision. The company hires a human resources manager who helps the provider ensure staff training is updated and the process of recruitment is sound. The provider has a positive attitude towards development; however, the breaches identified in the requirements relating to documentation limit their ability to drive improvement effectively.

The provider has a sound understanding of the learning and development requirements. They have created a holiday camp curriculum, which provides activities across the different areas of learning of the Early Years Foundation Stage. Therefore, they provide fun and interesting experiences for children, which help reinforce and complement children's learning and help children develop new skills. Parents speak positively of the staff and the activities they plan for their children. The key-person system ensures that staff share key information with parents and discuss any issues or concerns on a daily basis. Therefore, children benefit from a unified effort to promote their well-being. The staff have made some links with the local authority early years team in order to access

advice and support for safeguarding and meeting children's additional needs.

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:

- make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (compulsory part of the Childcare Register).
- make available to Ofsted, on request, a summary of complaints made in relation to the requirements during the past 12 months and the action that was taken as a consequence (voluntary part of the Childcare Register).

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	EY465818
Local authority	Camden
Inspection number	959042
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	48
Number of children on roll	46
Name of provider	Sport Academies Limited
Date of previous inspection	not applicable
Telephone number	08443358217

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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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