

Campers Pre-School and Out of School Club

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

Inspection date	23/04/2014
Previous inspection date	19/12/2013

The quality and standards of the early years provision	This inspection: 4	
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not sufficiently safeguarded. A number of the Early Years Foundation Stage safeguarding and welfare requirements are not met. Recruitment and induction procedures are weak and so do not ensure the suitability of practitioners.
- Practitioners are not offered supervision or training and are not confident about their roles and responsibilities.
- The quality of teaching is poor. Practitioners do not listen carefully to children to be able to respond and extend their learning. Activities and resources are not sufficiently planned and differentiated to meet the needs of younger children.
- The key-person system does not sufficiently support continuity in children's experiences in the setting and at home by regularly sharing information with parents.
- Pre-school children are not offered foods that are healthy, balanced and nutritious. They are not encouraged to learn about making healthy choices.

It has the following strengths

- Practitioners offer children warm, responsive, interactive care and emotional support. They develop effective bonds with them, and children feel secure in their presence.

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.
- The inspector discussed with the manager and owner how they deliver educational programmes for the children.
- The inspector held a meeting with the manager and owner of the club.
The inspector checked evidence of the suitability and qualifications of the
- practitioners working with the children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers.

Inspector

Deborah Hunt

Full report

Information about the setting

Campers Pre-School and Out of School Club is one of two clubs 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. The setting operates from a mobile unit within the grounds of Hunsbury Park Primary School, in the Camp Hill area of Northampton. Children have access to two playrooms. The setting serves children from the host school, local and surrounding areas, and is accessible to all children. There is an enclosed play area and the extensive school grounds are available for outdoor play. The setting employs eight members of childcare staff. Of these, two hold a degree in Early Years, four hold qualifications at level 3 and one holds a qualification at level 2. The setting is open Monday to Friday, from 8am to 6pm, during term time only. Children attend for a variety of sessions. There are currently 73 children on roll, of whom 48 are in the early years age group. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- ensure staff are suitable to fulfil their roles by: implementing a rigorous recruitment and induction process, ensuring that records are kept about the vetting process, identity checks and references
- ensure that all staff are clear about their roles and responsibilities by: ensuring that policies are up to date, and by implementing appropriate staff supervision and training arrangements that foster a culture of mutual support, teamwork and continuous improvement
- ensure that there is an experienced, suitably qualified and capable named deputy who can take charge in the absence of the manager
- provide children with healthy, balanced, nutritious meals and snacks in sufficient quantity that meets their needs, and so that they can learn about healthy food choices
- ensure that children of all ages learn through planned, purposeful, uninterrupted play which builds their confidence and independence, guided by practitioners who listen and respond appropriately to their emerging needs and allow them to engage deeply in their learning
- ensure the key-person system is implemented effectively so that every child's care and learning is tailored to meet their individual needs, by working closely in partnership with their parents, to support learning both in the setting and at home.

Inspection judgements

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

Practitioners at this established setting know children reasonably well. Resources are easily accessible, which means children can make their own choices and follow their interests. However, as their growing independence is not always successfully fostered, they lack confidence to explore and extend their play by selecting resources and activities, unless they are already out. They are occupied and mostly enjoy their time at the setting as practitioners provide a sufficient number of activities that reflect children's interests. Practitioners do not obtain sufficient information from parents about children's developmental starting points, interests and the way they like to learn. As a result, practitioners rely on their own knowledge to shape learning experiences for each child. The majority of practitioners demonstrate a sufficient understanding of the learning and

development requirements and the seven areas of learning. However, the quality of teaching across the team is poor. Some planned activities in the pre-school are chaotic and disorganised, and the learning derived is minimal. For example, children were offered the opportunity to plant herbs in the tyre garden, but the activity was poorly planned. Additionally, the practitioner did not offer children clear explanations about what to do, tools were insufficient for the number of children participating and practitioners did not support one another well to help ensure smooth delivery of the activity. As a consequence, children drifted in and out of the session, without becoming engrossed or deriving useful learning from the experience. In addition, resources and planning do not consider the learning needs of babies when they attend the out of school provision. Practitioners assess children's achievements, and monitor their progress with differing degrees of success. For example, there is little observation or assessment of children attending the after-school club and assessment for the pre-school children varies between practitioners. This results in activities and explanations which are not suitable for some children or insufficient resources being available for children to participate and learn. The key-person system is not effectively implemented, and this results in practitioners not being clear as to which children they are supporting. As a result of poor monitoring and tracking, practitioners have inconsistent information on which to base their planning of activities in order to meet children's learning needs.

Practitioners talk amiably to children, chatting about their homes, families and activities away from the setting. However, they often miss opportunities to extend their learning as they do not listen carefully enough to them. For example, children used red paint to colour the flags they made for St. George's Day and asked each other why the cross was red. The practitioner with them was too busy painting her own cross and did not hear them, or respond. Children gather at a table where a practitioner was setting out a threading activity, helping children to share as she distributed the beads equally between them. However, children display understandable frustration as there were insufficient laces for them to use, and young children become upset. This also reflects the fact that the explanation about taking turns is beyond their level of comprehension and the activity is not matched to their stage of learning. Children enjoy playing with the wooden fort and develop their imaginations as they fight off dinosaurs. A child helped to build a defence barrier using wooden blocks and exclaimed, 'wow, look at that!' when they stacked them higher than they thought possible. Children's physical skills develop well as they crawl through the caterpillar tunnel, skip, run, play football, climb on the tyre maze, use the forest school facilities and push one another around in the 'diddy cars'. Children's literacy is thoughtfully promoted as they enjoy singing and stories daily. For example, they play with the parachute outside where they choose favourite action rhymes, and select their favourite books to read with practitioners daily during group time. They learn the initial letter of their name as they copy practitioners who write it for them when using the chalk outside. At times, children are interrupted for the sake of participating in routine tasks. This does not enable them to pursue their interest to the full extent and lessens the effectiveness of their learning. Children with special educational needs and/or disabilities and those speaking English as an additional language receive appropriate levels of support. Their individual needs are fostered well, and good partnership working with parents and other agencies means they make suitable progress in their learning. Children attending after school enjoy the freedom to participate in relaxing activities, which enable them to unwind after a long day in the setting or at school. For example, they settle on

the sofa to watch a chosen film, play board games and have fun outside, playing roly-poly down the grassy slope.

Practitioners are aware of the need to prepare children for school, and children are beginning to develop skills that will support the move. However, too little attention is paid to developing their independence. For example, they do not encourage children to put on their own coats and shoes or encourage them to do things for themselves, such as make play dough and snacks. They also sometimes tell children exactly what to do, which does not allow children to think creatively or solve problems themselves. Practitioners develop friendly relationships with parents and provide general verbal feedback about their children's activities in the setting. However, the key-person system does not work well, and too little information about children's abilities and what they enjoy and can do, either at home or in the setting is shared too infrequently. This means practitioners do not fully support continuity in children's learning to help them make effective progress in their learning.

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

Children are not provided with snacks and drinks which are healthy or meet their dietary needs. Children in the pre-school are sometimes only offered a small fromage frais, with little alternative offered other than a biscuit. Practitioners have not considered that some children may be hungry by this time. However, some changes have been implemented for the older children in the after-school club where a greater variety is offered and includes fruit. Children have regular drinks throughout the session, and some have free access to water in jugs on the counter in the after-school club room. There is little attention paid to helping children learn about healthy food options, such as the value of fresh fruit and vegetables, and practitioners do not sit with children or talk to them as they eat. This does help them learn that meal times are social occasions. Practitioners do not take time to promote children's understanding of how to live healthily through snack time or other activities, such as when they go out to plant seeds in the garden. Children have daily opportunities to play outdoors in the enclosed play area, engage in a number of activities in the extensive school grounds and take occasional trips locally. They use large play equipment, play ball games and enjoy healthy exercise, which promotes their understanding that an active lifestyle is fun, as well as supporting their good health and contributing to their future development. Practitioners follow suitable hygiene routines for nappy changing to avoid cross-infection. They teach children about regular hand washing to develop their understanding of healthy practices. Practitioners encourage children to keep themselves safe, for example, as they remind them of boundaries for where they may play when in the school grounds.

Children develop positive relationships with practitioners because they are warm and friendly. They offer children cuddles whenever they are needed, and their positive demeanour helps children feel secure in their care. Key persons work with parents to support children when they begin attending so children become accustomed to them and other children attending. This promotes their emotional well-being as they move from their home into the setting. Risks are suitably managed, and practitioners are observant throughout the day to ensure children remain safe. For example, when a young child

persists in squatting on their chair during an activity, the practitioner explains they need to sit to prevent them falling and hurting themselves. Older and younger children interact positively together, and older children are caring about their younger peers' well-being. Children generally behave well. Some practitioners offer timely reminders when necessary, and children respond positively to their calm and measured approach. This helps children learn about right and wrong.

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

This inspection was carried out following concerns raised about the provider's suitability. It was found that a number of safeguarding and welfare requirements of the Early Years Foundation Stage were not being met. Recruitment and induction procedures are insufficiently robust to ensure staff suitability, with particular regard to how references and identity are checked. This is also a breach in the Childcare Register requirements. For example, although appropriate Disclosure and Barring Service checks are obtained, the provider relies on informal discussions as a method of recruitment. There is no deputy to take charge in the absence of the manager. Policies are not up to date to reflect who has specific roles, and meals and snacks are not sufficiently healthy and nutritious. The provider and the staff team are suitably aware of the procedures for reporting concerns about possible child abuse and know where the contact numbers to use in the event of any concerns are stored. The setting is secure, and toys and equipment are safe and suitable for children's stage of development. The provider is generally conscientious about obtaining permissions from parents, such as for outings, accidents and medication. Sufficient numbers of practitioners hold a current first-aid certificate to provide suitable treatment in the event of a minor accident.

There are also weaknesses in the quality of teaching, which compromise the effectiveness of children's progress and learning. Overall, training and support offered to practitioners is inadequate. There is a lack of monitoring of the teaching practice, which is weak and, therefore, not all children are making sufficient progress. For example, younger children move away from activities and do not learn when there are not enough resources or explanations are too complicated. Although annual appraisals are conducted, there are no supervision meetings and no regular programme of team meetings. Coaching for staff and training is poor because managers are not proactive. They do not support practitioners to develop their skills or maintain improvements. The provider holds a degree in early years, but is unaware of the requirements for successful leadership of the setting. The provider does not evaluate the provision effectively. Actions to improve practice are not sharply focused or well-targeted. Consequently the quality of teaching does not improve, and practitioners are not always clear about their roles and responsibilities.

Parents are mostly positive about the service provided by the setting. They are complimentary about practitioners' warm and friendly natures, and the way their children settle. The setting has strong links with the host school as the owner has a lengthy association with the school, and is on the school governing body. The positive interactions between the two promote successful moves to school for younger children and continuity of learning for older children. For example, pre-school children join the school for

assemblies, concerts and they spend time in the reception class during the summer term before starting school. Older children are supported with homework and are offered activities which reflect their learning at school. The manager of the pre-school and the provider oversee the quality of the educational programmes offered. However, they do not use any cohesive method to monitor and track children's progress or identify any possible gaps in their development. Parents are only offered one opportunity to discuss their children's progress per year at a parents' evening. Information about children's progress at the setting is not shared often enough to be helpful to parents.

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:

- have effective systems in place to ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with children, is suitable (compulsory part of the Childcare Register)
- have effective systems in place to ensure that the registered person, the manager of the later years provision and any person caring for, or in regular contact with children, is suitable (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	220166
Local authority	Northamptonshire
Inspection number	971391
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	73
Name of provider	Maxine Mary Rayne
Date of previous inspection	19/12/2013
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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