

Camp Beaumont Day Camp

Claremont Drive, Esher, Surrey, KT10 9LY

Inspection date	16/04/2014
Previous inspection date	24/10/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- The key person system is not effective. As a result, staff are not aware of some children's interests and needs to help promote children's personal, social and emotional development well.
- Staff do not use effective systems of assessment. As a result, staff do not have a good understanding of children's interests and level of development to promote all aspects of their learning well.
- Staff do not support each child's choices well and help every child feel included.
- Management does not implement effective systems for the supervision of staff to identify weaknesses in staff practice and the impact of this on children's learning and development.

It has the following strengths

- Staff organise lots of outdoor play and energetic activities which promote children's physical skills and development.
- Staff supervise children well and guide children on learning how to stay safe within the camp.

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 and the quality of teaching in the activity rooms and outdoor play area.
- The inspector discussed with staff how they plan and assess children's learning and development.
- The inspector observed the safety and supervision of children throughout the premises.
- The inspector held a meeting with the registered person and manager to assess the suitability and qualifications of staff and management's knowledge and understanding of the requirements as set out in the Statutory Framework for the Early Years Foundation Stage.

Inspector

Bridget Copson

Full report

Information about the setting

Camp Beaumont Day Camp is one of several day camps run by Camp Beaumont Day Camps Ltd. It registered in 1995 and operates from within the grounds of Claremont Fan Court School in Esher, Surrey. Children have access to activity rooms within the school and the school's outdoor grounds.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 37 children on roll in the early years age group. The group is open each weekday from 8am to 6pm during school holidays.

There are 22 staff members employed to work directly with the children; five of these staff who work with the children in the early years age group hold relevant early years qualifications. Staff also hold coaching and sports qualifications.

What the setting needs to do to improve further

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

- ensure the key person system is effective in helping children to develop settled relationships and in promoting their personal, social and emotional development
- improve the assessment systems to ensure staff have a good understanding of children's interests and level of development to enable them to shape learning experiences to promote each child's progress
- improve systems for the supervision of staff to identify weaknesses in staff practice and to promote the quality of teaching and learning for children.

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

- develop the organisation of activities to promote children's choices more effectively and to help them all feel included.

Inspection judgements

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

Staff plan a range of recreational activities for children, including physical activities, games and creative play. These help children to learn new skills and experience different activities. Staff do not, however, have effective assessment systems to plan and promote children's learning well, particularly their personal, social and emotional development. They do not seek information from parents about children's developmental stage or interests on starting. As a result, staff are unable to engage some children in group activities and do not adapt or shape these activities to meet children's needs. For example, children move around the setting to find and identify photographs of staff when they were children, some of who are unknown to these children. This activity becomes extremely busy and congested with children not knowing what is expected of them and unable to achieve. This does not help children feel proud of their achievements.

Staff provide activities to promote children's listening skills and to answer questions or follow instruction. For example, staff encourage children to contribute to elements of stories read, move in different ways to action songs and sing loudly or quietly as guided. Staff ask children some questions to provide some challenge and to encourage children to communicate. For example, staff ask children 'What's so special about circles?' before their biscuit decorating activity. However, some quieter children are not included well in the noisier large groups of children to help them feel valued or able to contribute their ideas.

Staff provide children with time to play, use their energy and develop their physical skills. Children bounce, jump, climb and slide on the bouncy castle. They use their arms and bodies to lift the parachute into the air in games, and play group activity games. Children also use physical apparatus and drive toy carts around a track. These activities encourage children to learn new skills and move in different ways to promote their physical development.

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

The key person system is not effective. Children attending in the summer holidays have an allocated key person. During the other holiday periods they are cared for by a team of staff who remain consistent for each week. As a result, staff are not aware of some children's names, interests and developmental stage. In addition, some staff deny children a cuddle when they seek comfort. This does not help children form settled relationships with staff or help them in the move from their home to the setting. Therefore, children's personal, social and emotional development is not well promoted. This is a breach of a legal requirement. Otherwise, staff help children to develop positive attitudes towards others and good behaviour through discussing the camp's rules and expectations throughout the week.

Some staff interact with energy and enthusiasm in children's play. They create some lively activity sessions with changing experiences. However, on occasions some children lose interest or are kept waiting for periods when activities are not ready to be used. Staff do not consider ways to engage these children and sometimes do not acknowledge or value children's choices. For example, when children request another biscuit to decorate as theirs has broken, or ask for a specific colour of icing, staff do not acknowledge them. This

does not help to include all children and promote their independent exploration well.

Children are cared for in a suitably clean and secure environment to keep them safe. Staff carry out risk assessments to identify and address any potential hazards to protect children, such as the unsecure boundaries on the playing fields. Staff supervise children in person at all times and organise lines for children to move safely around the activities. This helps to ensure children cannot leave the setting unsupervised. Staff sing songs with the children to make this fun and to keep them together, such as the 'Crazy Moose' song which children learn the words to and sing with enthusiasm. Children learn, through staff guidance, of any potential safety issues with activities to help learn to keep themselves safe. Staff encourage children to keep healthy by having regular drinks from the water fountain and providing a quiet activity time in their base room after lunch to relax.

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

This inspection took place following concerns raised with Ofsted regarding the security of the premises, the monitoring of adults on the premises and the key person system. The inspection found that staff monitor adults entering the premises to help ensure children are not at risk. Staff are identified by colour-coded tops and name badges, and visitors sign in and wear a visitor badge. Staff ensure children are only collected by authorised adults through a signing in and identification process. This helps to safeguard children's welfare. However, the inspection found that the key person system is not effective. This is a breach of a legal requirement as set out in the Statutory Framework for the Early Years Foundation Stage.

Otherwise, management and staff have a sufficient knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good knowledge of the correct procedures to follow if they have a concern about the welfare of a child. Management follows robust vetting procedures to help ensure staff are suitable to work with children. Staff implement clear policies and procedures to help promote children's health and safety. Management deploys staff appropriately to ensure the ratio requirements are met to keep children supported and supervised.

Management and staff have suitable systems to evaluate the quality of the provision. As a result, the group has implemented some improvements since the last inspection. For example, the manager now holds a relevant childcare qualification and children have access to drinking water regularly throughout the day to support their health. In addition, staff now have a secure understanding of safeguarding issues to help protect children. Staff communicate appropriately with parents through displays, face-to-face contact and updates on their website. This helps to keep parents informed. However, systems for the supervision of staff are not effective. Consequently, weaknesses in staff practice are not identified and this has a negative impact on children's learning and 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	122451
Local authority	Surrey
Inspection number	969165
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	250
Number of children on roll	37
Name of provider	Britannia Learning & Leisure Ltd
Date of previous inspection	24/10/2011
Telephone number	07951 485422

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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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