

Camp Xplode

Gateways School, Leeds Road, Harewood, LEEDS, LS17 9LE

Inspection date

14/07/2014

Previous inspection date

28/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Teaching offers a good balance of adult-led and child-initiated activities to help children make good progress in the areas of learning. The planning of activities complements the experiences children receive in nursery and school.
- Very good safeguarding policies and procedures are fully understood and implemented by all staff. Consequently, children are protected well and kept safe from harm.
- The staff have built up strong partnerships with parents and the on-site school and nursery. This ensures good continuity and consistency for children's learning and development needs.
- Staff have a positive attitude to continuous improvement because they are supported well by the manager, who identifies their training needs and encourages them to gain new skills.

It is not yet outstanding because

- Children do not routinely have access to a cosy area where they can relax, share easily accessible books and read stories to each other.

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, held a meeting with the manager and owner, and talked to the children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed children engaged in a good range of activities in the playrooms, large hall and outside area.
- The inspector acknowledged the views of parents, including those spoken to during the inspection, and verified the qualifications and suitability checks of staff.

Inspector

Jane O'Callaghan

Full report

Information about the setting

Camp Xplode was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned by P.E. Fundamentals Ltd and operates at Gateways School from five main playrooms and other facilities, including a large outside area, in Harewood on the outskirts of Leeds, West Yorkshire. The setting serves the local and surrounding areas. It opens in school holidays Monday to Friday from 8am until 6pm, except for one week at Christmas. Children attend for a variety of sessions. There are currently 200 children on roll, 150 of whom are in the early years age range. There are currently five staff working directly with children, four of whom have an appropriate early years qualification at level 6.

What the setting needs to do to improve further

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

- provide a quiet, cosy area so that children can choose to relax quietly, access books, read and chat to their friends.

Inspection judgements

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

The manager and the staff team are qualified, experienced childcare practitioners. They have very good knowledge of the requirements for the Early Years Foundation Stage. The staff use their knowledge very well to support the early years children who attend this playscheme. An exciting and interesting range of activities are offered on a daily basis, covering all areas of learning. Consequently, children make good progress as a result of attending the setting; this complements their learning in school and nursery very well. Staff assess children's learning on a regular basis. Each child has an individual learning journal containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies their next steps in learning. The staff build up strong links with the attached school and nursery. Regular exchanges of information take place between the staff and teachers before each playscheme begins. Parents are encouraged to access their child's learning records, and welcome opportunities to discuss their progress with staff and share examples of children's learning at home. For example, when children show an interest in water play, staff build upon this and provide a weekly water activity.

There is a balance of adult-led and child-initiated experiences available. Staff ensure children have access to both the indoor and outdoor environments each day. The outdoor area and large indoor hall are well used to enhance children's communication skills and physical development. Children thoroughly enjoy helping staff devise an obstacle course. All children join in, and younger children develop their physical skills as they balance on

the wooden bench. They use their negotiating skills as they jump in and out of the hoops, climb the apparatus and confidently jump off. The quality of teaching is good and staff have a high level of awareness in supporting young children's learning and development. Children develop effective communication skills when they take an active part in adult-led activities. For example, children are keen to listen to staff as they explain the creative activity. Children follow the instructions of threading ribbon through the small holes in the shapes of starfish. Staff explain to them how the holes are smaller than the ones they did for the jellyfish. Children repeat the words of the different sea creatures while they participate in this activity. For example, they talk about star fish and count how many points it has. Staff count with the children, supporting their counting skills and concentration. Children talk to their friends about how they are doing creatures for the picture about under the sea. Staff make comments and ask questions as children engage in the process. This complements their communication development very well and teaches children about size and coordination.

Children throughout the day are very busy with a good range of activities and they move from room to room with ease and confidence. While in the large hall at the start of the day, children play games, and this helps new children to integrate and get to know each other. For example, staff direct children in playing the duck and goose game. All children join in confidently, including new starters, who are keen to play and chase other children. Children make their own decisions about when to change activity. They are able to move from one activity to the next when they are ready. Staff support them in the varied activities on offer to ensure that children are happily occupied and have fun. However, although there are books available to read, these are not easily accessible and the environment is not best organised to promote quieter activities. There is scope to develop a quiet area for all children where they can sit quietly, relax, read books and talk to their friends. Children ask staff if they can repeat the obstacle course, telling them how much fun they have. Staff extend this activity by taking the children to the adventure playground. Here children complete another obstacle course using the equipment. They have fun as they climb and race with their friends. Younger children sit with the older children as they make bracelets with the beads, use crayons and build with the small construction resources. While playing, all children mix well and older children guide the younger ones, showing them how to slide the beads on. Younger children listen intently to these instructions and show the completed articles proudly. This builds on children's self-esteem and helps them to play with other children. Staff ensure that all children are included in all activities, and they create a very warm and welcoming environment for all children, who are keen to express how much fun they are having.

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

Staff provide children with a warm, friendly and welcoming environment, which supports their all-round development and emotional well-being. The key-person system ensures children form secure attachments and develop strong and positive relationships with their peers and staff. As a result, children are clearly very happy and settled, and show confidence in their environment. Staff are sensitive and recognise the individual needs of children, offering additional support and reassurance when required. The move into the playscheme is well supported as staff work closely with parents to share relevant

information about the children. Staff have good links with the on-site school and nursery, and share the children's care needs with them before each playscheme starts. Parents comment that their children love attending and have lots of fun as they are involved in a wide range of activities.

Children are encouraged to be independent learners through day-to-day activities; accessing their own snacks, drinks, tidying away and washing their own hands. Staff encourage children to manage their own personal needs, and to promote their own health and well-being. A variety of balanced and nutritious snacks are offered to the children, developing their understanding of a healthy diet and lifestyle. Staff talk to the children about the importance of healthy eating. Meal and snack times are very sociable as children and staff hold conversations with each other. Children are provided throughout the day with good opportunities to participate in outdoor play. They climb on large and small apparatus in the hall and at the adventure playground. This promotes their physical development and teaches them about a healthy lifestyle.

Staff are positive role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is exceptional and they play very well together as they are kind and considerate. Children demonstrate good manners, share and take turns during their play, and older children support and help the younger ones. Staff ask appropriate questions and remind the children that their actions have consequences. This ensures children understand the boundaries and expectations of the playscheme. Children receive constant praise and encouragement from staff, which develops their self-esteem and enables them to feel assured. For example, as the children complete the obstacle course they exchange 'high fives' with staff. Consequently, children are interested throughout their activities and eager to learn. Children show a good awareness of staying safe as staff encourage them to effectively negotiate space during group activities, practise fire drills and walk in a line around the setting. Therefore, children develop an understanding of risk and learn how to keep themselves and others safe.

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

The management team have a good understanding of their roles and responsibilities. They are effective in keeping children safe from harm. For example, they have all attended safeguarding training and know how to recognise the signs of abuse. Staff have a good understanding of the professionals who offer advice and support if there is a concern about a child. They have a very good awareness of where to find the appropriate contact details. All staff are thoroughly vetted to ensure they are suitable to work with children. Furthermore, policies and procedures that underpin staff practice are regularly reviewed. Risk assessments are consistently conducted to ensure any risks to children are minimised. As a result, children are kept safe from harm.

The manager has a thorough understanding of how children learn and develop, and successfully cascades this to her team. All staff have a good understanding of their responsibilities in meeting the learning and development requirements of the Early Years

Foundation Stage. As a result, children make good progress in their learning. The manager carries out regular supervision meetings with staff, and annual appraisals are carried out with the owner and manager. She completes peer-on-peer observations with staff regularly to ensure they have a good understanding of how to record and monitor children's progress. Staff training needs and wishes are taken into consideration and the manager sources appropriate courses. These procedures mean staff are continuing to develop their professional capabilities. In addition, the manager has a clear programme self-evaluation to continuously improve the setting. She takes on board views of all staff, parents and children. This ensures all users have a strong voice and are included in the running and development of the playscheme. The manager and staff have addressed all actions from the previous inspection. For example, all staff qualifications are kept on site and are displayed for parents to see and for inspections.

The views of parents are valued and obtained regularly. This is done through regular questionnaires and drop-off cards where parents ask their children about their likes and what they would like to do. Comments from parents, both written and verbal, are very positive. For example, parents feel staff care for the children very well and are 'amazed' at the activities offered. In addition, children express how they love to come and ask to do activities, such as teddy bear picnics and water play. Staff accommodate children's wishes and ensure all children have a fun, safe and enjoyable time at the playscheme. Relationships with other professionals have been established. For example, the local authority adviser regularly attends and supports staff to develop the setting. In addition, staff know where to access advice and support if they have any concerns about children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY444283
Local authority	Leeds
Inspection number	965583
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	200
Name of provider	PE Fundamentals Limited
Date of previous inspection	28/10/2013
Telephone number	01132886345

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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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