

Super Camps @ Westbrook Hay School

Westbrook Hay Preparatory School, London Road, Hemel Hempstead, Hertfordshire, HP1 2RF

Inspection date	21/07/2014
Previous inspection date	11/08/2009

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

- Children are keen to be involved in a wide range of sporting and craft activities. Experienced practitioners support children's learning with good teaching strategies to extend and promote all areas of learning.
- Children are articulate and have high levels of confidence, talking to adults to make their needs known. Key-persons promote children's developing social and personal care skills well.
- Children are safe because there are robust safeguarding and recruitment procedures to ensure all adults working with the children are suitable to do so and have good knowledge of child protection procedures.
- Good quality information is made available to parents to ensure they are kept fully informed of activities and events that are taking place.

It is not yet outstanding because

- There is scope to further support children's independence in everyday routines, such as at snack and lunch times.
- There is room to broaden the range of alternative activities and resources to support the needs of children, who do not always wish to participate in the planned physical activities.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked to the children and observed them take part in a range of activities, in the sports hall, homeroom and school grounds.
- The inspector looked at a selection of records in relation to children's achievements and how the camp plans for individual children's progress.
- The inspector carried out a joint observation with the nominated person.
- The inspector checked evidence of the suitability and qualifications of all adults on site.
- The inspector spoke to the nominated person, the camp manager and practitioners working with the children in the early years age group.

Inspector

Tina Kelly

Full report

Information about the setting

Super Camps multi activity day camp at Westbrook Hay School is registered on the Early Years Register and the voluntary part of the Childcare Register. It is part of a chain of holiday day camps operating throughout the country, run by Super Camps Limited. This camp operates from Westbrook Hay School on the outskirts of Hemel Hempstead in Hertfordshire. Children have use of the early years unit, enclosed garden, sports hall, extensive playing fields and swimming pool. The club employs an Early Years Manager and practitioners with appropriate early years qualifications and experience to work with children in the early years age range. There are currently 15 children on roll, of whom 12 are in the early years age group. The camp operates during school holidays, Monday to Friday from 8am until 6pm. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- extend activities and resources to further support children's play and learning if they choose not to participate in physical activities
- promote children's independence through daily routines, for example, providing tables for snack time and space for children to set out their lunch in the style of a picnic.

Inspection judgements

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

Super Camps plan a broad range of sporting and craft activities. They provide excellent resources and instructions for staff, enabling them to extend and support all areas of children's learning. Practitioners are proactive in teaching children the skills they need to think for themselves, to be part of a team and in making their own decisions. Meticulous planning links the areas of learning to every sporting and craft activity. This supports the skills children have gained at school and introduces children to new activities and experiences. Parents share in their children's achievements and favourite activities as detailed observations and next steps are recorded in children's 'Camp Passport'. Key-persons are able to monitor the activities the children have enjoyed and plan effectively to support their developing skills.

Children enjoy attending the camp during the school holidays and demonstrate a positive approach towards their play. Activities and resources are mainly well-organised throughout the day to meet children's needs. There is a detailed programme of activities for the different age groups across the camp, this ensures the play space, and resources are age

appropriate and readily available. Children take part in many different and challenging play experiences. They are very keen to join in the Olympic-style games and gymnastics sessions. Practitioners explain how to use their bodies by demonstrating the actions and movements so children are confident in trying new activities. Children are encouraged to dance, roll, jump and hop. Practitioners support children in doing somersaults to ensure they learn the correct and safe position to roll forward. Alongside these activities, children take turns in riding on the 'roller racers'. Children learn to coordinate their feet and body weight to move the self-propelled low, wheeled, sit on scooters around the racetrack. Cones are set out for children to manoeuvre and steer around. Children can sit quietly if they prefer and watch the energetic activities. Books and art resources are set out in the sports hall so children can make decisions about what they want to do. At scheduled times, practitioners gather children together and explain timing and the change in activity. They ask children to choose games and sports equipment to be taken out to the playing fields. However, staff do not always organise the secondary activity resources effectively for children who do not want to join in the energetic activities in the playing field. For example, a range of alternative activities is not always available for children who choose to sit out and watch the game of tag and football.

The high-quality school facilities and excellent resources provided by Super Camps supports and promotes children's learning to a good level. The camp uses the early years unit as the base room for the activity day camp for children under eight. Children are encouraged to use tents and dressing-up items in the imaginative play areas. They use a wide selection of different shaped construction blocks, which builds on their mathematical and critical thinking, and extends their finer physical skills. Children enjoy using white boards with magnetic letters and marker pens that encourage them to gain in confidence as they practice the skills they have learnt at school.

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

Children are very happy and settled at the day camp. Parents provide information about their children at the time of registration. Important details are shared with key members of the team to help ensure children's individual care needs are met. Children are emotionally secure because the key-person system is effective in meeting the needs of the youngest children and those who are new to the camp. Children's social skills are supported well, they gain colour points, which are recorded in the passport and reflect good behaviour, when trying new activities and being kind to others. Consequently, children behave well.

Children learn about their own safety and that of others as the environment is well-managed. Practitioners teach children simple rules to keep them safe. They give guidance on the use of the equipment before they use the apparatus at the start of activities. Children are encouraged to help to move the soft mats used for gymnastics. Practitioners ask them to consider the best way of lifting the large mats and put them away safely. Additional resources are stored safely at the side of the sports hall and in a separate area in the early years homeroom. This ensures children only have access to suitable and age appropriate games and resources. Practitioners support children's personal and social skills at snack and lunchtimes. They sit with the children to help them with their drinks and

packed lunches. However, there is scope to promote children's independence more at this time. For example, by ensuring the children can use tables and chairs in the homeroom if they wish and that appropriate space is made available for children to set out their lunch in the style of a picnic, if they choose.

Outside play and physical activities are very important aspects of the camp provision. The camp provides good quality of resources and equipment, which introduces children to a vast range of sporting and physical experiences. The extensive school grounds and woodland areas provide an ideal environment for children to take part in sporting events, to make camps and take part in creative and challenging activities that enable them to learn how to assess and manage risk safely.

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

The leadership of the camp is strong because there is a well-defined line management process. The camp manager and early years practitioners are effectively supported by the nominated person and supporting services at head office. Children are protected as all practitioners have a thorough knowledge of safeguarding because there are clear recruitment, vetting and induction procedures, which ensures the suitability of staff working with them. All practitioners and parents are aware of the camp's responsibility of keeping children safe because local authority safeguarding procedures are on display in the foyer. Detailed policies in relation to safeguarding, health and safety, and risk assessments relating to the site and specific activities are available on site and on the Super Camp website. Practitioners use effective risk assessment of the indoor and outdoor play areas and the activities that the children will take part in. This enables the team to identify, record and remove any potential hazards. The areas that the children use and the safe storage of additional resources help to ensure the safety and well-being of children at all times. Managers ensure that staff are deployed effectively to provide children with vigilant supervision at all times and in all areas of the camp. Staff have appropriate first-aid qualifications and are capable of dealing with minor accidents or injuries, should they occur. Staff know the correct procedures to follow to record accidents and to notify parents. They also know what to do in the event of a child needing emergency medical treatment beyond the level of first aid.

The motivated team have a strong commitment to improve the learning opportunities for all children through planned, interesting and well-managed sporting and craft activities. The team have high expectations for all children to achieve and make progress in all areas of learning. The introduction of the 'camp passport' enables practitioners and management to review activities the children have enjoyed. They are able to plan effectively for future themes and topics taking into account the likes and interests of children.

Effective relationships have been established with parents. There is detailed information on the website, on display in the foyer and on a weekly pre-camp email. This ensures parents are aware of the activities children will take part in and items they need to provide from home, such as sun hats, cream and a change of clothes. The views of parents are sought through a post-camp survey. Practitioners talk to children about what they have

enjoyed at the camp. Super Camp uses this information to adapt and improve the service to families and the learning, play and sporting experiences for all children.

The Childcare Register

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	EY247922
Local authority	Hertfordshire
Inspection number	972052
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	15
Name of provider	Super Camps Ltd
Date of previous inspection	11/08/2009
Telephone number	01235 832222

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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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