

Barracudas

Edgeborough School, 84 Frensham Road, Frensham, FARNHAM, Surrey, GU10 3AH

Inspection date

Previous inspection date

28/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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

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

- Staff foster strong relationships with children. They nurture children's self-esteem and confidence through positive interaction and praise.
- Staff are motivated and work well as team, creating a secure and safe learning environment for the children.
- Children enjoy a wide range of activities that provide interest and challenge. They are happy, relaxed and enthusiastically engage in their play, exploration and physical exercise.
- Staff show a good awareness of the safeguarding procedures and protecting children, which enables them to promote children's well-being effectively.

It is not yet outstanding because

- Staff do not always follow the setting's policy by providing seating at lunchtime, and promoting children's awareness of healthy eating to enhance their well-being.

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 held discussions with the early years manager and overall manager at the beginning of the inspection and throughout the session.
- The inspector had a tour of the premises with the early years manager.
- The inspector carried out a joint observation with the early years manager.
- The inspector spoke to a parent.
- The inspector observed activities in the early years base room and the sports hall.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

Barracudas registered in 2014 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The camp is one of a large number of camps run by Young World Leisure Group Limited. It operates from a cluster of classrooms, a number of large halls and outside play spaces within the grounds of Edgeborough School, near Farnham, Surrey. The camp is open each weekday from 8am until 6pm during the Easter and summer school holidays. It serves the local and wider community and children are able to attend for a variety of sessions. Currently, there are eight children on roll aged between four to eight years old. The camp also offers care to children up to the age 14 years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The camp employs four members of staff who work with the early years age group, at least half of whom hold appropriate qualifications to level 2 and above.

What the setting needs to do to improve further

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

- strengthen opportunities for children to learn the importance of healthy eating by working with parents to follow the setting's policy and encourage all children to bring healthy snacks and enable children to eat in comfort.

Inspection judgements

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

Staff provide a warm, welcoming and stimulating environment for children to play and learn. Staff welcome children enthusiastically. They help children to find a place for their bags, packed lunch, and encourage them to draw a picture of themselves to self-register. As a result, children quickly feel safe and secure. Children make good progress in their development because staff obtain information from parents that enable them to plan a range of activities that support their interests and abilities. Staff take on board children's interests on a daily basis. They provide activities quickly to ensure those children who only attend for a short time can receive maximum enjoyment. For example, some children today talked about having a shop and a garage. Staff plan to provide an area within the base room that can be used for these different types of role play. They provide resources to enhance play and build upon them week-by-week as different interests become known. Staff provide a good range of resources that are freely available. Resources and activities cover all areas of learning which supports children's all round learning and development towards the early learning goals.

The quality of teaching is good. Staff sit with children on the floor and encourage them to

build towers with building blocks. Children count the blocks as they stack them and confidently count to 14. Staff talk to children about different shapes and explain that the triangle shapes will be very hard to stack. Children listen carefully and use the rectangle and square shapes to build the tower again. Children receive lots of praise and encouragement as they carefully build the tower and confidently count. This gives children confidence to try new things. Staff provide resources that encourage children to play together and use their imagination. For example, several children use the doctors' set and pretend to be at the doctors. They all sit happily on the play mat and negotiate who will be the doctor and patient. They laugh and giggle as they listen to each other's heartbeat with the stethoscope. Conversations between staff and children successfully enhance their language development. Good questioning from staff enhances children knowledge and understanding and encourages them to think critically.

Staff provide a picture timeline that inform children of the different activities they will do during the day. This enables younger children, as well as children who only attend for a few sessions, to understand the routines of the day. After snack, children know they can choose to go on the trampoline or play quick cricket. They jump up and down with excitement as they go to the sport hall to use the trampoline. They sit very well and listen to safety instructions from staff. They independently take off their shoes and follow instructions well as they bounce up and down. Children smile with delight and show pride as they successfully stop themselves bouncing, which is a skill they had just learnt. These activities support children's physical development well and helps to them learn how to keep themselves safe on large play equipment.

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

Staff are kind, caring and have a gentle approach with the children. This helps children to settle quickly and form positive relationships. Children separate from parents and carers with ease and engage happily in their chosen activity. Children quickly form new friendships as they happily share resources and take turns. The warm, positive, and relaxed approach from the staff has a real calming influence on all children and is conducive to an effective learning environment. Children are very well behaved and listen to safety instructions well. For example, children hear a whistle and staff tell them that they are having a fire practise. The children very calmly line up and quietly and sensibly follow staff out to the field. To ensure children can complete this task effectively, the staff have introduced 'Billy' the shark. This large, blue character stands at the front and encourages the children to stand still while staff call their names. The children find this amusing and stand sensibly in line. After the fire practise, Billy does some exercises with the children. They heartily laugh as they do star jumps and try hard to hop on one leg before walking back to the base room.

Staff generally promote children's understanding of healthy lifestyles. They teach children to wash hands before eating and give good explanations. Staff ask parents for details of children's health and dietary needs when they start. However, staff do not always adhere to their own policy. Children eat their snack on the floor and not all children bring a healthy snack. As a result, children do not always learn the benefits of a healthy diet.

Children are kept very safe. Staff complete a full and comprehensive risk assessment on all activities, equipment, and the resources that children use. Staff minimise any identified risks quickly to ensure children play safely. Staff always escort children to the toilets. Children learn about keeping themselves safe because staff teach them about the rules of each piece of equipment. For example, staff teach children how to stop themselves from bouncing on the trampoline, by practising this skill on the floor. Staff encourage parents to share one area for development that they would like their child to concentrate on before returning to school. This promotes a joined-up approach to children's learning and development and prepares children well for school.

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

Leaders, managers, and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children's well-being and safety is promoted well. A comprehensive range of policies and procedures is readily accessible to staff and parents. All staff undertake comprehensive training in safeguarding and are required to read all policies and procedures. Management provide an effective induction programme when staff start. Management team observe staff in the first week, and test their knowledge. This ensures all staff have a good understanding of their roles and responsibilities, particularly with regard to safeguarding children. Staff safeguard children well. Robust vetting and recruitment procedures ensure all adults working with children are suitable. A detailed safeguarding policy is in place and covers the use of mobile phones and whistle blowing. Staff have a clear understanding of the procedures to follow should they be concerned about a child's welfare. Ofsted receives notification when new managers are appointed. The management team are enthusiastic and dedicated to ensuring the individual needs of children are met well. They share their aims and aspirations with all staff at the initial training and throughout the sessions.

The self-evaluation form for the setting is written by head office. This is a generic evaluation and covers general strengths and areas for development for the organisation overall. However, management monitor their practice well, and take into account the views of children and their parents to make improvements. The early years manager knows the strengths of the setting and he has identified aspects for improving.

The partnership with parents is good. Staff welcome parents as they arrive and share information as required. Parents are happy with the service they receive for their children. Parents are encouraged to complete an All about me booklet that enables staff to meet children's individual needs as quickly as possible. Staff keep parents informed about the activities children have done during the day by email on a daily basis.

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	EY474128
Local authority	Surrey
Inspection number	949833
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	16
Number of children on roll	8
Name of provider	Young World Leisure Group Limited
Date of previous inspection	not applicable
Telephone number	0845 123 5299

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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