

Super Camps at Dame Elizabeth Cadbury Technology College

DAME ELIZABETH CADBURY TECHNOLOGY COLLEGE, Woodbrooke Road, Birmingham, B30 1UL

Inspection date	31/07/2014
Previous inspection date	Not Applicable

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 have a good time in this fun-filled environment. They enjoy the varied range of activities and experiences on offer to them in the club, which enable them to make good progress.
- Children are happy and emotionally secure in the environment. They are comfortable and they form strong attachments with key persons.
- Children are effectively protected because the staff consider health and safety as a high priority. Risk assessment is thorough and the staff have a good understanding of their roles and responsibilities for child protection.
- Management and staff are actively involved in the identification of the strengths of the provision and areas for further development to enable the club to move forwards and sustain progress towards excellence.

It is not yet outstanding because

- There is room to enhance children's learning potential further by allowing them more time during activities to explore and experiment and by making resources more accessible to encourage greater independent choice.
- Partnership working between parents and other settings children attend is not maximised to complement children's learning to the fullest potential.

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 observed activities in the two main playrooms and outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of qualifications and suitability of practitioners working with children and discussed the provider's improvement plan with the manager.
- The inspector accompanied children and staff on an outing to the park and conducted a joint observation with the early years manager.
- The inspector took into account the views of children spoken to on the day and the views of parents from written comments.

Inspector

Patricia Dawes

Full report

Information about the setting

Super Camps at Dame Elizabeth Cadbury Technology College was registered in 2014 on the Early Years Register and the voluntary part of the Childcare Register. It is one of a number of out of school settings run by Super Camps Ltd. It operates from two areas within a secondary school in the Bourneville area of Birmingham. Children also have access to an enclosed outdoor area. The club employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 6 and level 3. The club is open each week day from 8am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 41 children attending, of whom five are in the early years age group. The club works in partnership with the local authority.

What the setting needs to do to improve further

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

- enhance children's enjoyment and sense of exploration further, by providing more time during activities and increase the opportunities they have to make independent choices in their play by making resources more accessible
- involve parents and other settings children attend further by strengthening the exchange of information and encouraging them to share their views, in order to enhance children's learning and development to help their children reach their full potential.

Inspection judgements

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

Children are happy and enjoy coming to the holiday club to take part in a variety of fun activities. They are actively involved in planning and staff encourage them to complete an 'All about me' sheet of their likes, dislikes and favourite activities. Staff use their skills well to identify next steps in learning and ensure that individual capabilities and ages are taken into account in the planning of activities. However, the routine and planning of the sessions does not always enable children the time they need to explore and experiment as much as possible in their play. Their independence and freedom of choice when playing, are not always given maximum consideration because on occasions, some resources are set out ready for them and the activities offered are adult-directed. Nevertheless, teaching is good and staff members join children in their play, guiding and helping them to develop their skills in critical thinking. They consistently foster children's language development through conversations and by offering ideas. They observe children and make notes in the 'passport' booklet, which is a reflective journal used by staff and children alike. Staff also communicate with parents, giving them useful information about children's care needs and

achievements. However, there is scope to strengthen the exchange of information regarding children's learning at home and at school to complement children's learning through greater consistency and ensure they make even better progression in their learning and development.

Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Younger children are paired initially with a 'buddy', who helps them to settle, find friends and gain confidence in their new environment. There are good resources on offer, which depict positive images of diversity and develop children's understanding of difference and the wider world. As a result, children learn to value and respect others. Children are supported in developing further understanding of the wider world and the environment as they go out on regular outings in the community. A trip to the local park proved a great success. For example, children and staff talked about the differences in the trees, what lived in the holes inside the trunk and why some trees had no leaves. Children took bark rubbings from the tree and collected twigs, branches and conkers to add to their project about nature. Staff are very skilled at encouraging children to develop their critical thinking by asking relevant questions and giving them time to answer. They help children develop their understanding of mathematical concepts through creative activities, which they enjoy. For example, children paint their hands and feet and use the impressions to make an art display, which they then use to practise counting in 5's. Children enjoy art and craft activities and they are proud of their artwork and staff raise their self-esteem by talking to them about their creations and praising their efforts. Children learn to communicate well and understand the importance of listening carefully to the person, who is talking, in order to understand. During group activities, most children show good listening skills and respond enthusiastically while listening to a well-known story. Many children can retell the story articulately in their own words. Children develop their physical skills well. Staff organise the environment to enable young children to be active and improve their abilities in coordination, control and movement as they play team games, football, dodge ball and compete in the 'mini Olympics'. Overall, children's learning and development are promoted well and they make good progress.

All children appear emotionally secure. They enjoy their environment, converse freely with staff and visitors and they are confident and content. Older children help and support younger children, including them in their play and helping them with activities. Staff ensure there is something on offer at all times for all children, whatever their age and interests. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and school by encouraging the children to add to their 'passport' booklet. Parents have opportunities to be involved in their children's learning and development through daily conversations with their children's key person as they drop off or collect their children. Information about their children's learning and development is also available for them to see in the artwork and 'passport' booklet. Children are encouraged to learn to share toys and play together to promote their social skills and prepare them for the next stage in their learning at school.

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

Children say that they enjoy their time at the club and particularly like talking to their friends and playing outside. They comment on the friendliness of staff and like the fact that there is always plenty to do at their club. Daily discussions with parents ensure that children benefit from the positive relationships that are established with their key person and parents. This helps to support them as they make the move between home and the club. Positive engagement by the key person and spontaneous praise and encouragement from staff throughout the day help to develop children's confidence, so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence, language and communication skills and their physical skills. As a result, children are able to successfully manage their own behaviour. They play cooperatively in groups and they are becoming increasingly independent. Children select and choose which activities they wish to join in with and enjoy the responsibility of carrying out small tasks, such as tidying up toys. Older children are sociable and confidently engage with staff and support the younger children in the club. All staff members are positive role models and take time to praise children when they show kindness to others, for example, when they include others by sharing and taking turns.

The two rooms currently used by the club are welcoming and safe. Younger children have a designated space to enable them to relax, unwind or play quietly after busy activity sessions to further enhance their sense of well-being. As a result, children enjoy a very pleasant environment, which supports their well-being and enjoyment of all activities. All toys and play equipment are well maintained by staff, who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as fire safety and how to use resources and equipment safely to assess and manage risk. Children regularly practise fire evacuation procedures within the club, which means that they are developing an understanding of how to keep themselves safe in an emergency. Children are learning to play safely through regular reminders from staff. They respond well to clear guidelines as they practise the rules for road safety on outings in the community.

Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. Play activities throughout the day, such as competing in team games, football and dancing provide good opportunities for exercising limbs and having fun. Children are well nourished and learn about healthy eating because parents are advised to include a cool pack in their child's food to keep it fresh and they are given written information about what constitutes a healthy packed lunch. Children are encouraged to ask their parents for a piece of fruit in their lunchbox and staff reward them with a sticker and points for their team. Children enjoy sociable mealtimes in the club, where they are encouraged to express their views and share experiences with staff and their peers. This contributes to the level of their self-esteem and general well-being as they are given a strong voice in their club, which makes them feel valued.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the management team and are well met. Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. Staff have a clear understanding of safeguarding children in relation to child-protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns. There are robust recruitment and selection processes in place to ensure the suitability of the staff. All staff are checked thoroughly before being employed. All necessary information is displayed in the foyer on very informative parents' notice boards. Other procedures to further protect children, such as the maintenance of daily records, safe collection systems and all necessary registration information are thoroughly carried out. Risk assessments are conducted to ensure that good standards of health and safety are maintained and that risks are minimised through effective safety measures. The premises are secure and staff are deployed effectively to ensure that children are always supervised well. All of this ensures that children learn in a safe environment.

Staff use the knowledge they have gained from their qualifications well to provide good quality, play-based learning for children. They receive ongoing support through the appraisal and supervision processes. This helps them to identify some of their training needs and contributes towards their professional development. Regular meetings also take place between leaders, managers and staff to monitor and review their practice. The management team is motivated to enhance practice through gathering the views of staff, children and parents, in order to identify areas for further improvement. This will lead to better outcomes for children. Any changes made are done so with children's individual needs in mind. Therefore, the group's capacity to improve is positive.

Parents' views are sought mainly through discussion and questionnaires. Children add their views in the 'passport' booklet. Parents speak highly of the service and regard the staff as, 'very approachable and friendly.' They appreciate how well staff accommodate their children and say, 'their children love to come to the club and hate to leave'. The manager has an appropriate understanding and working knowledge of the importance of working in partnership with external agencies to ensure appropriate interventions are in place for children should they need them. She is aware of the importance of engaging with other providers, who provide shared care if and when the need arises. Partnership working with the schools that children attend is in place and mostly successful. Staff share information as well as they can about children's progress and the activities, which they participate in at the club. They do this by giving this information to parents to pass onto school and ask them to return any relevant information from the school to enable them to complement children's learning and development.

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	EY475428
Local authority	Birmingham
Inspection number	954847
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	41
Name of provider	Super Camps Ltd
Date of previous inspection	not applicable
Telephone number	01235 467300

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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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