

Ultimate Activity Camps at Beaconsfield High School

BEACONSFIELD HIGH SCHOOL, Wattleton Road, Beaconsfield, HP9 1RR

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

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 know the provision's policies and procedures, and they are careful to implement them. This means that they work consistently well to safeguard children.
- Children experience a wide range of good quality activities, which enable them to make purposeful use of their leisure time. They have fun and enjoy their time in the provision.
- Staff gain good quality information from parents throughout the registration period. This allows them to plan well and meet children's individual needs well.

It is not yet outstanding because

- There are times when they miss opportunities to find out from the children what they know to enable them to find the right starting points for large group 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 observed children's activities indoors and outside, and talked and played with the children.
- The inspector looked at children's observation records and discussed activity plans with the registered person.
- The inspector carried out a joint observation with the camp manager.
- The inspector reviewed documentation and discussed self-evaluation and improvement plans with the registered person.

Inspector

Cordalee Harrison

Full report

Information about the setting

Ultimate Activity camp at Beaconsfield High School in Beaconsfield opened in 2014. It is one of eight Ultimate Activity Camps. The camp has the use of four ground floor classrooms, two sports halls, toilets and changing rooms and outdoor playing fields. The provision is registered on the Early Years Register and voluntary part of the Childcare Register. The provision cares for children aged between 4 and 14 years. It is open between 8am and 6pm in the summer holidays. The activity camp has six members of staff, including the camp manager and the Early Years manager who hold relevant qualifications at level 6. One other member of staff works directly with the Early Years children. The other staff members are sport coaches who work directly with the older children who attend the provision. Currently there are 73 children on roll and of these 16 are in the Early Years age group.

What the setting needs to do to improve further

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

- strengthen staff's ability to prepare children for new activities, to boost children's confidence to start when they are participating in games that are less familiar.

Inspection judgements

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

Staff plan a wide range of good quality activities that covers the learning and development requirements. They provide a selection of fun activities in keeping with children's developmental stage. Children's interactions with other children and staff show that they are enjoying their time in the out-of-school provision. There are enough good quality resources to engage children fully to experience learning across all areas. However, staff do not always take all the time that is necessary to set the scene with them, particularly when children participate in some large group activities. This means that some of the children are a little reluctant to join the larger group activities because they are not confident about the rules. This slightly lessens their enthusiasm to get involved fully at the start of some of these activities. Even so, children chose their activities freely and staff join their play. Staff support children to practise using phonics in word recognition, to listen well and to develop conversations with complex sentences.

Children develop their writing skills as they use a range of pens, pencils and other writing implements. For example, when children make pretty dragonflies they show good concentration and control of their fine movements. They create intricate patterns on their artwork to achieve unique designs. They write to label their work and children are proud of their achievements. They show their artwork to others and explain their creations.

Children engage with staff to consolidate their understanding of mathematics, for example, they talk about distance as hit, throw and catch balls. They use numbers and relate it to the amounts of money in their group game. Together they play games that require strategic thinking and strengthen their social skills. Staff further use these games to help children to understand that all children have the right to play and feel included. Through these games, involving staff and others, children learn that sometimes they win. When they are disappointed, they learn to control their emotions and then staff help them to talk about their experiences. Children express their creativity as they use a range of resources. They create and make three-dimensional items. They make items that they use to support their play individually, for example, they weave elastic bands to make accessories and wear them with pride.

Staff use physical activities to support children's learning of self-care, safety and understanding of the world. Children learn why it is important to drink water, wear hats and use sun cream in hot weather. Children are learning that trees can provide necessary shade in hot weather, so it is important to think about how and where they play outdoors. Through well-planned activities that interest children, staff promote their learning and development in ways that are appropriate to their age and the time they spend in the provision. In addition to the information that parents provide, staff are using their observations to track children's engagement in learning during the holiday period. Staff share this information with parents daily.

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

Staff meet children's needs well. They are well organised before the start of the sessions and this enables them to give children their full attention. Each child has a key person allocated to them and this helps children to settle quickly. Children interact warmly with the staff who care for them. They invite staff to share their activities. Children are confident in staff's positive response and this shows that they feel emotionally secure. Parents provide key information during the registration process and before children start. This enables the child's key person and other staff to have good quality information to enable them to provide well for children's individual needs. The senior group leader liaises very closely with parents to ensure they can support all children effectively. In addition, management make sure that they provide any resources required to support and promote learning and leisure well for children with additional needs. For example, staff meet children's request for left-handed scissors immediately.

With the behaviour policy, the management team sets the expectations good behaviour. Staff, children and their parents are working with the policy to achieve good behaviour. For example, boundaries for behaviour are clear and consistent. Staff let children know when their behaviour is unwanted and encourage them to think about how their behaviour affects others. All parties are working well to help children to understand that there are high expectations for their behaviour. As a result, children are learning to respond positively to staff's guidance and to be considerate of others. Staff interact with children in calm and respectful ways and children mirror this in their interaction with others. Children's good behaviour helps to create and maintain a calm and purposeful

environment. All children are at ease in the provision; they feel welcome and included. This supports equality well for children and their families.

Staff plan well and support children to increase their understanding of healthy lifestyles. For example, they use the cooking activities to consolidate children's learning about the importance of eating well. Staff teach children about safe food handling practices such as hand washing. Staff enable children to manage their personal care and hygiene needs independently. The toilet areas are clean and appropriately resourced. This allows children to take responsibility to care for their personal needs. Children learn about healthy lifestyles as they engage in a wide range of physical activities. They are excited following their physical activities, and they help themselves to drinking water. Parents provide the food for their children. This is suitable for the period of time they spend in the provision, and includes fresh fruit and savoury items. Staff supervise children closely at meals times and this ensures that children eat only food that their parents prepare for them.

Children develop some understanding of personal safety, for example, they practise the evacuation of the premises, and learn to recognise slipping and tripping hazards in the areas they use. Children learn to assess some other risks in their environment. For example, they realise that they are to sit when using tools such as scissors. They know why they must take care when they run around so that they do not cause accidents to others. Staff take effective measures to minimise risks to children and the premises are secure. There are safe and controlled procedures for children's arrival and departure. For example, children's names are marked on the register at the start of the session and they are collected directly from early years staff with confirmation of their unique number. Only people admitted by staff are able to enter, and children are not able to leave the premises unsupervised. These practices help to assure children's safety and well-being.

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

The leadership and management team has good arrangements to safeguard children and promote their welfare. Staff plan and engage children in activities, which helps them to spend their leisure time purposefully, as well as to sustain their progress in learning and development. There is effective deployment of staff, planning for children's learning and development, and implementation of the provision's policies to safeguard children. Staff's practice demonstrates clearly that they know that the children's safety and welfare is their priority. For example, staff supervise children closely at all times. The recruitment and vetting procedures are good; they focus on safer recruitment practices to assess staff's suitability to work with children. This ensures that all staff are properly vetted through the Disclosure and Barring Services procedures.

Staff induction includes all of the necessary elements; as a result, staff are clear about their roles, responsibilities and duties. Staff are knowledgeable about the provision's policies and procedures. They are confident in their knowledge about what to do if concerns arise about any child's well-being. To enable staff to act quickly to deal with concerns about children all staff badges include relevant contact numbers. These include

numbers for their internal communication as well as for the Local Safeguarding Children Board team. Staff manage documentation efficiently. The records that are required to safeguard children and promote their welfare, such as their record forms, accident forms, and attendance records for children, staff and visitors are up to date and available for inspection. The provision's risk assessment is closely linked and comprehensive to include all of their activities. All staff are clear about procedures. They maintain the security of the premises, carry out regular head counts of the children and make sure that all equipment that children use is safe. Staff ensure that they keep fire exits clear and that equipment including first aid boxes is always readily available for them to use. Staff make effective use of risk assessments to maintain safe environments and equipment for children.

The provider has good systems in place for the delivery and monitoring of the educational programmes. This ensures that children who attend the provision have easy access to a wide range of good quality learning experiences. Staff observe and track children and they have started to share their information with parents. Additionally, the written information will be available for parents to take away at the end of the scheme. The leadership team shows a strong commitment to continuous improvement. For example, they have started to involve children in evaluation of the activities, and there are plans in place for staff and parents' feedback at the end of the holiday period. The leadership team is clear that information from the users and the staff will form the basis of self-evaluation, including identifying staff's training needs. The management team is making effective use of the Early Years Foundation Stage, and effective staff deployment drives improvement in the out of school holiday provision for 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	EY475089
Local authority	Buckinghamshire
Inspection number	956552
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 14
Total number of places	120
Number of children on roll	73
Name of provider	The Ultimate Activity Company Ltd
Date of previous inspection	not applicable
Telephone number	01494 673043

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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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