

Barracudas

Hinchingbrooke School, Brampton Road, Huntingdon, Cambridgeshire, PE29 3BN

Inspection date	31/07/2014
Previous inspection date	04/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 fun and thoroughly enjoy attending the camp. They participate in a good range of activities, which successfully complement and extend the learning they receive in school.
- Children are safeguarded because staff have a secure knowledge of child-protection procedures and understand their responsibilities in the event of a concern being raised about a child in their care.
- Relationships with parents are good and staff build positive relationships with children. This successfully supports children's emotional well-being.
- Staff clearly explain the rules associated with children's activities; especially high risk activities, such as trampolining and swimming. This successfully promotes children's safety.

It is not yet outstanding because

- Children are not always meaningfully engaged as they wait for their turn at organised activities, such as go karting.
- Children are not always fully supported to develop their ideas and imagination because the additional resources they need are not readily available, particularly during construction 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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a tour of the premises and observed activities in the base room and the outside learning environment.
- The inspector held a meeting with the area manager and manager of the club.
- The inspector looked at children's records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the provision's own parent surveys.

Inspector

Ann Austen

Full report

Information about the setting

Barracudas was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located at Hinchbrook School, near Huntingdon, Cambridgeshire. The club is privately owned and is part of a group of 31 clubs across the south east of England. Facilities include base rooms within the main school, a heated swimming pool, sports hall, gymnasium, outdoor tennis courts and sports fields. The club employs 32 members of childcare staff. Staff working with the early years children hold appropriate qualifications at level 3 and above, including five members of staff with Qualified Teacher Status. The setting is open each weekday during Easter holidays and for four weeks of the school summer holidays. Core opening times are from 8.30am to 5.30pm with optional early or late starts offered by prior arrangement. Children attend for a variety of sessions. There are currently 20 children attending, who are in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide further opportunities for children to engage in meaningful, self-chosen activities, particularly as they wait to take their turn in organised activities, such as go karting

- encourage children to develop their ideas and imagination, for example, by making additional resources, such as small world toys available to extend their play and learning, particularly during construction activities.

Inspection judgements

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

Children thoroughly enjoy attending the camp during the school holidays and demonstrate a positive approach towards their play. This is because staff provide a broad range of activities, which successfully complement and extend the learning children receive in school. For example, staff promote children's physical development very well. Children successfully develop skills, such as moving with speed and control as they play dodge ball and learn how to move their bodies in a variety of ways during the whole camp warm-up aerobic session at the start of the day. Additionally, staff effectively support children to develop their existing skills and confidence in the water during swimming sessions. They also develop their skills on the trampoline. Consequently, children learn to bounce with control and complete simple moves, such as seat drops and tuck jumps with growing confidence and precision.

Children form friendships, actively seek out others to share experiences and enjoy working together as a group. For example, children enthusiastically cheer on their team members during the range of activities throughout the day. Staff involve children in decisions about their activities, which promotes inclusion. They know how to adapt activities to support children who speak English as an additional language and children with special educational needs and/or disabilities. Staff support children's ongoing learning well. For example, staff ask questions, which makes the children think, such as asking them to name three dimensional shapes as they create models out of building blocks. Staff encourage children to practice their cutting skills, to draw and talk about their pictures. As a result, children proudly show staff the space ships and rocket cars they have created. Additionally, staff support children to improve their knowledge and understanding of the rules of games, such as draughts and snakes and ladders. As a result, children persist and learn to concentrate for a sustained length of time. Children have opportunities to collect natural items during nature walks and participate in lab-rat activities. For example, children create gooey mixtures to learn about the differences between a solid and liquid, or learn why a kite needs the wind to fly.

Clear information is obtained about children's interests and learning needs at the start of the placement. This supports staff in getting to know children and ensures their interests and learning needs are incorporated into future activities and experiences. Throughout the child's time at the camp, staff complete observations of children. These are shared with parents at the end of each child's placement. Activities and resources to support the child's learning and development are mainly well-organised throughout the day to meet children's needs. However, staff do not always organise a sufficient range of additional resources and activities for children who are waiting their turn for alternative activities, such as the go karts. As a result, children's ongoing enjoyment and learning opportunities are not always fully optimised at this time. Furthermore, staff do not always provide additional resources to further stimulate children's good imaginations and ideas as they play, particularly during construction activities.

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

All children are warmly welcomed into this friendly and welcoming camp. As a result, children settle well and have fun. Children are respected as individuals and their emotional security is given high priority. For example, consistent key staff in the children's base room provide a friendly welcome at the start of the day and continue to support them throughout the day. Consequently, children demonstrate that they feel secure. They naturally chat to the staff and willingly include them in their play. Parent's views about their child's care needs are sought at the start of the placement, in order to ensure continuous and consistent care and support. For example, precise information is obtained about any known medical needs and allergies. As a result, staff competently administer required medical support to children at the appropriate times. Additionally, younger children learn a range of skills, which effectively support their transitions on to school. For example, children make individual choices in their play and learning during their time at the club.

Children have access to a good range of facilities within the school grounds and appropriate resources in their base room. Safety procedures are in place and strictly adhered to by staff, which ensures the well-being of children attending. For example, staff reinforce ground rules with children before the programme of activities begins, to ensure they are well aware of the expectations and boundaries. Children listen to staff's instructions very well and as a result, they learn how to keep themselves safe. For example, children know that they have to sit still at the side of the swimming pool until their swimming aids have been fitted and checked. In addition, children learn how to use the trampoline safely and why they need to wear protective clothing during the go-kart activities. In addition, children's behaviour is consistently good. Children show respect towards staff and help to formulate the rules of the group. For example, pictorial displays remind children to tidy up, to walk around the camp, to listen to adults and to have kind hands. In addition, staff actively encourage children to take responsibility. For example, staff encourage children to tidy away and to independently put on their clothing before and after swimming activities. Staff subsequently praise children for their achievements, which successfully promotes their confidence and self-esteem. As a result, children smile and are proud of themselves.

Children enjoy a good range of physically challenging activities, which successfully promotes their fitness and aids their continuing well-being. For example, children enthusiastically lie on their tummies and propel themselves down the aqua slide and enjoy lots of time outside in the fresh air. Although, children have meals and snacks that are provided by their parents, staff encourage them to provide healthy food options. Children know that they can help themselves to their drinks throughout the day and staff regularly remind them to do this, which ensures they remain well hydrated and comfortable. In addition, children know that they must wear their sun hat and apply sun cream to protect themselves from the sun. Staff actively remind children to wash their hands after using the toilet and at appropriate times during the day. This supports children's understanding of the importance of appropriate hygiene routines and helps to prevent the spread of infection.

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

The management and staff team have a good overview of the requirements of the Early Years Foundation Stage, in order to guide their practice appropriately. As a result, staff appropriately complement children's learning and development during their time at the holiday camp. The management team and staff are very clear about their responsibilities towards protecting children from harm and neglect. They fully understand the signs and symptoms to be aware of and the designated person responsible for child protection understands their responsibility to report concerns to head office and the appropriate agencies. Additionally, all staff receive child-protection training as part of the induction process before each holiday club starts. Recruitment procedures are robust, which ensures only those suited to working at the club are selected and that they are suitable for their designated role. For example, appropriate Disclosure and Barring Service checks are

carried out on all adults before they work with children. In addition, designated staff receive specialist training to enable them to support activities, such as the go karting. Qualified life guards are always in attendance when children are swimming in the pool. The management team have developed a good range of written policies and procedures to support the safe and effective management of the provision. Furthermore, all members of staff receive a staff handbook at the start of their employment, which ensures they have current information about the company's policies and procedures. Staff supervise children well. They ensure that all adults arriving to collect their children are properly authorised and challenge strangers on site. Management and staff have procedures in place for assessing risks to children's safety. For example, staff thoroughly check the premises, associated areas and the equipment used by children at the start of the day, to ensure risks are removed or minimised.

The staff team is a mixture of qualified and experienced practitioners, sports specialists and students. Their wide range of skills enables them to support children's participation in the activities well and ensures their continuing needs are consistently well met. In addition, staff from head office, such as the area managers, regularly visit the site to monitor the overall running of the camp; including the performance of staff. The management and staff team work well together, driving and securing improvements as they continually strive to promote positive outcomes for children. For example, the manager observes staff performance, staff assessments are completed and daily evaluations are made to ensure activities meet the needs of children attending. In addition, self-evaluation, including asking parents and children for their comments about the care and learning provided, is used to highlight successful practice and areas for improvement. Recommendations raised at the last inspection have been addressed in full.

Partnerships with parents are very effective. Communication procedures are good. Parents are fully aware of how the camp is run and what play opportunities their children will have. For example, an informative brochure is provided on request and parents have access to the club's website. Comments received from parents are generally positive and complimentary regarding the care and range of activities and learning provided. The management team and staff understand the importance of developing constructive relationships with other professionals involved in supporting the children's care and learning.

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	259646
Local authority	Cambridgeshire
Inspection number	867150
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	220
Number of children on roll	20
Name of provider	Young World Leisure Group Limited
Date of previous inspection	04/04/2012
Telephone number	0845 1235299

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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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