

Super Camps at Homefield Preparatory School

HOMEFIELD PREPARATORY SCHOOL, Western Road, Sutton, SM1 2TE

Inspection date	01/08/2014
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 are happy and enjoy coming to the club. They rapidly grow in self-assurance because of strong relationships with staff.
- Staff teach children good social skills through conversations and activities.
- There is a good range of activities for children to keep them engaged in purposeful play and learning.
- Staff provide a safe and secure environment, which is thoroughly risk assessed. Staff teach children to take responsibility for their own safety.

It is not yet outstanding because

- Staff do not always use effective questioning techniques to challenge children's thinking and help them to think of solutions.
- Staff do not always ensure systems to observe and assess children is consistently used to track their progress.

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 playing inside and outdoors.
- The inspector observed staff interactions with the children.
- The inspector sampled a range of documentation including children's assessments, policies and procedures.
- The inspector spoke to staff, children, parents and the operations manager at convenient times during the inspection.

Inspector

Marvet Gayle

Full report

Information about the setting

Super Camps at Homefield Preparatory School is part of a chain of multi-activity day camps for children. It registered in 2014 and operates from the sports hall, dining hall and classrooms within the school. Children have access to outside play areas within the school grounds. The setting is open from 8am to 6pm from Monday to Friday during school holidays. It serves the local area. There are five staff working directly with children including the manager and one member of staff who has a childcare qualification at level 6. One member of staff holds a childcare qualification at level 2 and two staff are unqualified. There are 32 children on roll. The setting is registered on the Early Years Register and the voluntary part of the Childcare Register.

What the setting needs to do to improve further

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

- enhance questioning techniques to extend children's thinking when faced with decision-making and help them find solutions independently
- strengthen the system for observation and assessment of children in the early years to ensure consistency, so that all children's learning can be tracked to identify any gaps in their development.

Inspection judgements

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

The club is well organised with a broad and balanced range of experiences. Staff carefully consider children's interests and provide resources to help develop their ideas, such as designing a cart. Children communicated well to develop a design with their friends. Staff continued this theme providing children with a cart for them to decorate. Children negotiated ideas well with their friends and took turns. Staff encouraged them to think about what the cart could be used for, such as riding outside.

Staff place children in age-appropriate groups and engaged them in different activities, which works well to cater for children's needs appropriately. The younger children thoroughly enjoyed the creative table. They drew and decorated characters from a story read to them, using different materials. Staff however, did not always ask children open questions about what they were doing to encourage children to communicate their ideas and think critically. For example, staff told the children why chalk shows best on black paper, rather than ask why children think chalk showed best on black paper. This does not help children to develop confidence and language for thinking. Children show pride in their

achievement as they show off what they have made, demonstrating high levels of confidence and self-esteem.

Staff understand how young children learn and develop. They are beginning to make observations of children's engagement in activities, to guide the planning of future learning experiences. They assess children's progress; however, the system is new and staff needs to further develop this to ensure consistency. Children display high levels of involvement in their play and overall, have access to a good range of resources and equipment to support their learning and play. Staff guide and join in with children's play, ensuring activities challenge children as they take part individually and as groups. Staff responded to children's interest effectively, as they used mathematical language. For example, a child said to staff, 'I am higher than you', the staff responded, 'You are much taller than me.' These activities complement learning in school. Staff plan fun activities to go with celebrations and special events such as the Commonwealth Games. For example, they arrange mini Olympics, roller racers and gymnastics for the children. This helps the children to become aware of the world around them.

Staff involvement in activities is very attentive and respectful as they explain what each activity is. They offer challenges and extension for the children. They step back so that children can develop their independence and lead their own play and learning. This gives the children a sense of satisfaction when they achieve. Children's social skills are being encouraged by staff who praise them. For example, all children have time together to interact and get to know each other. This builds children's self-esteem and makes them feel valued and part of the club. Children develop their physical skills, as they engage and enjoy playing games on the equipment in the adventure playground. Children become involved in indoor activities with staff guidance such as, go cheer in the sports hall.

Staff keep parents well informed about what their children have been doing and each parent is spoken to daily. Parents also use email to communicate with the club.

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

Staff carefully consider children's emotional well-being. The key-person system works effectively and they support new children very well to settle into the routines of the club. Staff take time to get to know the children and record information about their interests and what they can do well. Good adult attention and interactions show that children form positive and trusting relationships with staff. As a result, staff get to know children well and they work together to ensure that the children's needs are consistently met. Transitions between home and the club are well organised to ensure that children have good continuity of care. For example, staff receive information gathered from parents before children start. This informs them of what they can do and helps staff to understand children's needs and plan for them in advance. Staff are warm towards children and pay extra attention to the new and youngest children to help them feel secure. This creates a friendly environment for them. Staff supervise the younger children well to ensure that they are safe. Staff pay particular attention to them at times such as, during free play. This means that extra support is available to children if they need it.

Children behave well because they are engaged and busy doing activities that interest them. They follow the rules that children helped to make, and are reminded of them at the start of each day. Children learn about feelings and things they can do if they feel worried. As a result, children learn effective ways to manage their feelings and staff manage their behaviour in a positive way. Staff are good role models and children are developing good skills for their future learning. Staff teach children to take responsibility for their personal safety. They help them to develop a good awareness of how to use equipment such as the quad bikes safely. For example, staff explain why children need to wear a helmet. Staff teach children about stranger danger and what to do if a stranger is on site.

Children learn about healthy lifestyles. They are physically active and follow a well-organised routine, which informs them when they are playing indoors or outside. Staff help children to play together in a safe environment. For example, staff reminded children how many children should play on the wheel outside if they are standing and the number if they are sitting. Children wait and take turns as they enjoy using the different equipment outside under the watchful eyes of staff who are close by. Children have a healthy packed lunch, which includes fruit or vegetables for snack. Staff teach children about good hygiene and children wash their hands before eating, after coming in from outside and after using the toilet. Children have access to drinks throughout the day, helping themselves when they are thirsty. As a result, they are learning and developing healthy habits for the future.

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

Children are safeguarded at the club and staff have a good understanding of their roles and responsibilities to protect children from harm. All staff complete child-protection training and keep their knowledge up to date. Staff are made aware of comprehensive policies and procedures during their induction. They maintain and implement these well. Staff inform parents effectively about the underpinning policies and procedures that help to keep their children safe and cared for to a high standard.

Robust recruitment and vetting procedures are in place to ensure that all staff working with children are safe and suitable. Appraisals and staff meetings help to ensure that staff have appropriate training and support for their role. Staff attend training on a variety of subjects, which supports their professional development well. This helps staff keep up to date and supports them to promote children's needs successfully. For example, a member of staff is trained in behaviour management and dealing with bullying issues.

The managers and staff have a good knowledge of how to promote children's learning and development because they have appropriate skills and qualifications. Managers monitor the learning and delivery of the educational programme well and this ensures that all children make good progress. Staff work in partnership with parents and as a result, this enhances children's well-being. Staff are mindful that children are on holiday and that

their time at the club is for them to have fun and enjoy activities or interact with their friends. They make sure that they cover all areas of learning indoors by offering children choice and planning fun activities that link to children's interests.

Visitors to the club are required to show identification and staff record their attendance in a visitor's record. Staff maintain an accurate record of children's attendance and use this to ensure they maintain the required ratios at all times. Partnership with parents is good. Staff work well with parents to ensure that they meet children's individual needs. Parents comment positively about the club. They state how happy their children are at the club and appreciate the good range of information that staff share with them. Parents' state that they are, 'impressed with the quality and range of activities on offer,' and that they appreciate how well their children are looked after.

Staff have started to evaluate their practice. They value the input of external advisors, working hard to implement the advice they receive. Staff have begun to build up robust systems to evaluate the club's provision. Systems focus strongly on the views of staff, parents and children to improve the provision for children's achievements and development. Staff evaluate each session and consequently, have identified some areas for improvement. This includes building on the existing dressing-up resources to support further children's imagination. Overall, this reflection demonstrates a good capacity for continuous improvement.

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	EY475440
Local authority	Sutton
Inspection number	954848
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	72
Number of children on roll	32
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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