

Ultimate Activity Camps at King Edward VI High School

KING EDWARD VI HIGH SCHOOL FOR GIRLS, Edgbaston Park Road, BIRMINGHAM, B15 2UB

Inspection date	01/08/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	3 Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff generally promote the prime areas of learning throughout all activities. Children clearly grow in confidence, develop a wide range of physical skills and enjoy their time in the camp. They are well behaved and learn to cooperate during team games and to have regard for others.
- Staff have a secure understanding of the child protection procedures and of their responsibilities to report any concerns about children in their care.
- There is a positive relationship with parents and staff ensure they share information daily about children's experiences in the camp.

It is not yet good because

- There is a limited range of resources for indoor play activities. This means that sometimes children do not have sufficient opportunities to fully follow their own play ideas indoors.
- Children's health needs are not securely promoted in relation to always gaining written parental permission for administering medication, and helping children to develop a good understanding of the benefits of exercise.
- Self-evaluation is not always sufficiently focused on children's care and learning to drive forward high quality practice.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed activities indoors and during outside play.
- The inspector looked at documentation, including records relating to children and staff and copies of policies.
- The inspector spoke with the provider, the site and early years managers, staff and children.

Inspector

Adelaide Griffith

Full report

Information about the setting

Ultimate Activity Camps at King Edward VI High School opened in 2014 and is registered on the Early Years Register and the voluntary part of the Childcare Register. It operates from the sports facilities, two classrooms and drama studio within King Edward VI High School in the Edgbaston area of Birmingham. The camp serves the immediate locality and also the surrounding areas. The camp opens five days a week from 8am until 6pm during Easter and summer holidays. Children attend for a variety of sessions. Children are cared for in one room and have access to the outside play space. There are currently 24 children on roll, all of whom are in the early years age group. There are currently three staff working directly with the children, all of whom have appropriately early years qualifications at levels 3 and 6, including one with Qualified Teacher Status. The group receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the provision for children by effectively providing more age-appropriate indoor resources to meet their individual learning and play needs
- obtain written permission from all parents for the administration of medicines to ensure staff consistently follow the guidance from parents about each particular medicine to be given.

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

- make the most of opportunities to help children extend their understanding of healthy lifestyles by helping them learn more about the reasons for and benefits of physical exercise
- develop and review the self-evaluation process to identify weaknesses and prioritise targets for improvement that will benefit children's care and learning.

Inspection judgements

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

The staff provide a suitable range of activities to promote children's learning across the prime areas. At the start of each session they ask children about their preferences and include their interests in the activities. Staff help children to develop good physical skills so

that they learn to move in a number of ways. For instance, staff skilfully promote imaginative play as they encourage children to jump like frogs. Staff enthusiastically join in with play and clearly demonstrate a range of movements which children copy to the best of their abilities. For example, they challenge children to hop short distances on one leg and they cheerfully praise children for effort. Therefore, staff clearly motivate children to maintain focus and to fully participate. Staff maintain a constant flow of conversation during activities and they generally encourage children to contribute by explaining the rules of some games. But staff do not always capture opportunities for children to express their ideas about activities when they recap on experiences. Nevertheless, by introducing words, such as 'sportsmanship' staff increase children's vocabulary. They increase children's understanding when they discuss how playing together helps them to develop positive attitudes to others. Staff generally integrate all areas of learning, such as introducing early mathematical skills in all activities. For instance, they remind children to play within a space marked off as an imaginary square.

Staff obtain initial information from parents about children's interests and some aspects of their development. They intermittently carry out observations while children play and then plan further learning based on what children do. Staff are clear about parents' preferences when children attend the camp. This is primarily clarified as opportunities for children to enjoy their time in the camp. As a result, activities are heavily focused on vigorous physical play, which is appreciated by the children. Staff competently use resources during outside play to ensure children have worthwhile experiences. However, there is a scarcity of resources for indoor play and those that are available are not always age appropriate. Therefore, when children play in the indoor care room, they have less rewarding experiences because they cannot always engage in a wide range of activities using resources that help them to try new things. For instance, children do not always have sufficient resources inside to fully follow their own interests and ideas. Staff encourage some creative activities, such as, painting, colouring and clay modelling, and examples of children's work are displayed in the care room. Children write recognisable letters of their names and also include diagrams when they complete all about me forms on a daily basis. When staff encourage children to complete these forms they provide opportunities for children to practise their early writing skills in preparation for their return to school.

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

Staff warmly welcome children into the camp when they first attend. They introduce themselves to the children and this helps children to feel at ease. Staff always encourage those children who are already attending to meet new children. Therefore, all children receive clear support to form friendships at an early stage. Staff adeptly foster general lifestyle skills, such as social skills, so that children mix with others and comfortably participate in team games. Consequently, they build on children's self-confidence and this effectively prepares them for the return to school in the new academic year. As they develop their abilities to take turns and to have regard for others, children's good behaviour is enhanced appropriately. Staff are good role models who speak politely to children. As a result, children's interpersonal skills are well promoted as they copy what

they see and hear. Children grow more self-assured during their time in the camp and this positive attitude underpins their interaction with staff and their peers.

During vigorous outside play children learn to take risks according to the activities in which they engage. For instance, during a relay race children learn to avoid others and to hand over the batons correctly. The outside play space is vast and an internal road runs alongside the field. Children clearly demonstrate their understanding of keeping safe through explanations that they must look right and left before crossing the road. Owing to the strong emphasis placed on physical play activities, children are gaining an awareness of some aspects of healthy lifestyles. However, staff do not always use these opportunities effectively to help children learn about the effects of exercise on their bodies so that their understanding of the links between health and exercise are firmly promoted. In addition, not all parents give their written permission for each and every medicine to be administered to children, so that staff can be secure in their knowledge of how to fully promote children's health. The contents of lunch boxes include healthy options, such as fresh fruit and raw vegetables, that children eat wholeheartedly. Staff closely supervise children and ensure they drink sufficient fluid during these breaks. Staff allow children to choose alternate activities to energetic play, for example, children can read books for short periods so that there is a balance between rest and physical activity. The spacious facilities are ideal for physical play activities. In spite of the limited range of indoor resources staff create a positive atmosphere in which children have fun.

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

The arrangements for safeguarding the children are satisfactory. The staff have a clear understanding of the procedures to be followed if they have concerns about children in their care. All staff have had safeguarding training and they continually wear badges with the contact numbers for relevant agencies. The management team implement robust recruitment and induction procedures to ensure that staff are suitable to work with children. Staff carry out detailed risk assessments of the environment and they regularly practise fire drills. This means that children are kept safe within the camp. Most records required for the smooth running of the camp and to meet children's needs are in place. However, the provider has not ensured that written parental permission is always obtained so that staff appropriately follow parents' guidance before they give medication to children.

Staff have daily discussions about activities they have delivered and they constantly review their practice. They frequently monitor the quality of children's learning and experiences, and they adapt activities to meet children's individual needs. Owing to regular team meetings, staff have opportunities to comment on the running of the camp. However, the self-evaluation is not rigorous because it does not always sufficiently focus on children's care and learning to identify some of the main weaknesses. Therefore, changes made are not always made for the benefit of children. Staff have opportunities to undertake training as identified during informal supervision sessions. They have completed paediatric first-aid and safeguarding training. Their competence is clearly reflected in the close supervision of

children during activities. The partnerships with parents are positive. Parents receive an appropriate range of information about the camp and have discussions with staff about children's experiences on a daily basis. The relationships with parents work adequately to support children in the camp.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475098
Local authority	Birmingham
Inspection number	955544
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	24
Name of provider	The Ultimate Activity Company Ltd
Date of previous inspection	not applicable
Telephone number	0121 4721834

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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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