

# Barracudas Activity Camp

Brentwood County High School, Seven Arches Road, BRENTWOOD, Essex, CM14 4JF

<b>Inspection date</b>	04/08/2014
Previous inspection date	13/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Teaching strategies are effective and activities are well planned and stimulating. As a result, children make good progress because they are motivated, enthused and eager to participate.
- Children develop positive emotional attachments to staff. They are happy, settled and confidently seek staff out for a chat and support with activities.
- Partnerships with parents are very positive. They are warmly welcomed and encouraged to share information about their children's learning and development at home.
- Children remain safeguarded as staff understand and implement effective policies and procedures and have a good knowledge of child protection.
- The management demonstrate a strong commitment to providing quality childcare provision. Practice is regularly reviewed to ensure that any improvements are well chosen and carefully planned.

### It is not yet outstanding because

- There is room to enhance the opportunities for children to read for pleasure and hold conversations with their friends.
- On occasions, the toilet facilities are not consistently comfortable or reassuring for children to use, due to power failures during maintenance work on the premises.

## 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 observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the area manager.
- The inspector held discussions with the management team, staff and children.
- The inspector viewed a sample of children's 'All about me' records.
- The inspector saw evidence of suitability and qualifications of staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Champion

## Full report

### Information about the setting

Barracudas Activity Camp opened in 2006 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 31 holiday schemes run by Young World Leisure Group. It operates from the site of Brentwood County High School in Brentwood, Essex. The activity camp opens Monday to Friday, during the school summer holidays. Opening times are from 8am until 6pm. Children have the use of the sports hall, gymnasium, drama hall, arts and craft rooms, swimming pool and dining room. There are also four classrooms used as base rooms. Children have access to the playing fields and playgrounds for outdoor play. There are currently 77 children on roll, of these 15 are within the early years age group. The activity camp supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently five staff working directly with the early years children. Three staff have Qualified Teacher Status and one member of staff holds an early years qualification at level 3. Specialist staff, such as lifeguards and sports instructors, also work with children.

### What the setting needs to do to improve further

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

- extend further the opportunities for the youngest children to learn effectively by looking at books for pleasure or taking part in conversations with each other, for example, by providing cosy personal spaces with some soft furnishings in the home-base room
- enhance the arrangements for children to become independent when managing their hygiene and personal needs, for example, by ensuring that the toilet facilities are consistently well-lit and reassuring for them to use.

## Inspection judgements

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

Teaching is good because staff have an effective understanding of how young children learn and progress. They use their good childcare knowledge and previous teaching experiences to provide stimulating activities that are fun. Staff successfully plan all activities to coach children in the skills needed for a variety of sports and adapt resources for each group of children, who are divided into age ranges. Children in the early years are positively grouped together in the 'Minnows' base group. The planning for their activities is supported by a structured, adult-led timetable of sports and creative experiences, such as drama or arts and crafts. Children are also consulted about many aspects of their learning experiences. They all take decisions and make choices each session about the activity they

wish to take part. All children in the early years have a key person who takes account of their interests. This is reflected in the activities on offer in the 'Minnows' base room to ensure that there is a balance of enjoyable and challenging play experiences between the sporting events.

Children are motivated to learn new things or to try new sports because they enjoy good relationships with the enthusiastic staff who support them during their activities. They laugh together and readily talk about what they are doing. Staff consistently ask children open questions that encourage them to think for themselves or to solve scientific problems. For example, children consider what happens when the bouncy castle is inflated or they talk about how to keep their water bottles cool. Children acquire new knowledge as they talk about animals and the countries they come from when completing large-scale jigsaw puzzles or when taking part in drama sessions. They have good opportunities to be creative. For example, they enjoy using clay to make models of characters from their favourite stories and making a model fort together from cardboard boxes.

Children are making good progress because of the support and encouragement offered by staff. Parents supply information about children's starting points to ensure that staff are aware of how much assistance children will need. Each of the children in the early years age group has an 'All about me' booklet where positive observations are recorded and used to identify learning priorities, and to celebrate progression. Children are given many opportunities to develop the skills they use in their school classrooms. They learn to listen attentively to instructions prior to activities and they sound out words as they read safety notices. Children use their mathematical skills as they count and recreate patterns. They help design and create wall displays of recent learning experiences. They practise their early writing skills as they write captions for displays and make their labels for self-registration. The activity camp has sufficient resources to support children to develop positive attitudes and understanding of diversity, such as books and posters. Children are given some opportunities to relax and look at books between more energetic sessions. However, the home-base room does not have cosy and comfortable personal spaces where children can read for pleasure or take part in conversations with their friends.

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

The happy atmosphere, combined with approachable staff, ensure that children and parents are warmly welcomed. There are supportive settling-in procedures, which mean that children get to know their key persons and form strong bonds with each other. As a result, children who attend different schools meet and quickly make new friends. In addition, many children confidently return year after year to the same activity camp. Parents provide plenty of information about children's interests, enthusiasm and capabilities from the outset. This enables staff to plan activities linked to children's interests and capabilities. Children feel a strong sense of belonging when they see their personal labels for self-registration and know where to put their bags and water bottles. In addition, to help children to settle, staff have compiled visual timetables with pictures and labels of the activities of the day. This enables all children, including those who have special educational needs and/or disabilities, or those who speak English as an additional

language, to make choices and confidently take decisions about their play and learning.

Staff promote positive attitudes well through listening to children and respecting their views, presenting as good role models and offering consistent messages. They ensure all children are included fairly in the more popular activities. Children particularly enjoy team games and learn about sportsmanship, fair play and taking turns. They are involved in developing their group's rules and expectations of how they would like to be treated. This means that children behave well and feel safe and secure within the 'Minnows' group. Children learn about keeping safe through using the equipment safely, staff guidance, topical activities and practising the fire evacuation procedure. Staff are consistently vigilant about children's security. They ensure they closely supervise children as they move around the school site, without hindering their independence. However, there is currently building and maintenance work being carried out and this has resulted in some power cuts to certain areas of the premises. As a result, on occasions, some of the toilet facilities are rather dark and do not provide a consistently reassuring and comforting environment for children to use.

Children are developing a very good understanding of why it is important to lead healthy lives. Many opportunities are planned each day for children to play energetically and develop their coordination and physical skills. They relish being outside and particularly enjoy walks around the school grounds and the opportunities they have to tackle more challenging physical apparatus, such as the trampoline or large inflatable balls. Specialist instructors are employed to provide swimming lessons. As a result, children gain confidence and learn vital skills to address risk and keep themselves safe in the water. Lunchtime is a social occasion when children sit together and independently manage their lunchboxes. A fruit shop opens at snack and lunchtime to encourage children to make healthy choices. In addition, children are praised when they eat healthily, for example, they celebrate eating five items of fruit or vegetables in their lunch box. Staff are knowledgeable about any medical needs or special dietary requirements, so they can meet individual needs. They are mindful of the effects of warm weather and ensure that children carry their water bottles so they do not become thirsty or dehydrated. Children know why they need to wear sun hats or apply sun lotion to protect their skin from burning in the hot sun.

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

The registered provider and camp management have a good understanding of the requirements of the Early Years Foundation Stage. All the essential regulatory documentation is in place to promote children's welfare and safety. Staff are supported effectively by the management team. Thorough recruitment and vetting procedures are carried out to ensure all staff are suitable. They are subject to an induction when they start employment, attend regular staff meetings and have annual appraisals. Staff have a clear knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns. As a result, children are safeguarded by staff who have thorough and well-practised procedures to assure their safety and well-

being. There are qualified lifeguards in attendance when children swim and key staff hold current first-aid certificates so they can deal with minor accidents and injuries. Children are protected because staff are vigilant about their security. Although children use a large school site, all visitors to the premises are carefully monitored and staff challenge anyone they do not recognise, to prevent unauthorised access. Children constantly remain within sight and hearing of staff, their attendance is meticulously recorded and regular head counts are carried out. Daily checks are made to ensure that the premises and equipment are safe. Risk assessment is undertaken to ensure that any potential hazards to children are minimised for every activity. Overall, staff work efficiently to overcome the constraints regarding the building work on the premises. However, children's well-being is not exceptionally supported because staff have not implemented effective contingency arrangements, such as providing torches, when there are power failures, as mentioned earlier in this report.

The management team regularly monitor staff's practice and how well they understand their roles and responsibilities. This includes audits and spot checks by the Barracudas' central office and area management team. This means the training needs of individuals are effectively identified and additional support, when required, is accessed to support professional development. Staff continually look for ways they can stimulate the children's interest and develop their skills. They evaluate the activities they provide and research topics, to ensure that children are offered fresh ideas for projects during each holiday scheme. Each child's achievements are carefully recorded to ensure there are no gaps in their progress. The recommendations from the last inspection has been suitably addressed and improvements have been made to the deployment of staff and activity planning. Consequently, children benefit because experiences are now more closely matched to their individual needs.

There is a friendly and helpful partnership with parents. Information is shared through notice boards, emails, newsletters and daily communication with the key persons. Parents provide staff with information regarding their child's needs and preferences to promote consistency. They are encouraged to get involved through completing questionnaires and their suggestions are acted upon. All parents spoken to during this inspection were supportive of the holiday scheme and delighted with the care children receive. The management and staff link effectively with professionals working at other Barracudas settings to ensure that everyone remains motivated to provide children with high quality activities. In addition, the management also has good relationships with the host school, particularly the school caretaker and this ensures that any issues about the premises are usually addressed quickly. Staff are aware that there may be occasions when they need to work in partnership with specialised professionals to support children with special educational needs and/or disabilities.

### **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. 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

<b>Unique reference number</b>	EY330758
<b>Local authority</b>	Essex
<b>Inspection number</b>	870805
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	200
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Young World Leisure Group Limited
<b>Date of previous inspection</b>	13/08/2009
<b>Telephone number</b>	0845 123 5299

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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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