

Super Camps at Queenswood

Queenswood School, Shepherds Way, Brookmans Park, HATFIELD, Hertfordshire, AL9 6NS

Inspection date

13/08/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- The good teaching is well tailored to this playscheme. The variety of activities are based on children's needs and interests. As a result, children actively participate in a wide range of activities which complements the learning they receive at their school or nursery.
- Children show that they have developed attachments and bonds with the friendly staff. As a result, they settle well and their confidence is promoted.
- Staff have a secure understanding of how to protect the children in their care. Their knowledge of safeguarding and understanding of their individual responsibilities ensures that children are protected from harm.
- Partnership working with parents is effective in ensuring that detailed information about the children is shared. As a result, their individual needs are met to a good level.

It is not yet outstanding because

- On occasion, some activities are highly structured and adult-led which means that some younger children need adult help and guidance. This does not always allow children to develop their own ideas and imagination.

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 activities in the main hall, classroom and outside.
- The inspector met with and discussed practice with the manager and area manager.
- The inspector looked at children's records and planning. She checked evidence of the suitability of staff and examined the setting's self-evaluation information.
- The inspector spoke to the staff and children throughout the inspection.

Inspector

Susan Parker

Full report

Information about the setting

Super Camps at Queenswood was registered in 2013 on the Early Years Register and the voluntary part of the Childcare Register. It operates from Queenswood School in Hatfield, Hertfordshire. The playscheme serves the local area, and is owned and managed by Super Camps Limited. There are currently five members of staff; one of whom is a qualified early years teacher. The other members of staff have qualifications relating to sports and education. The playscheme opens Monday to Friday during the school summer holidays. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently two children attending who 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:

- extend children's learning and enjoyment by providing less structure and adult intervention during expressive art and design activities.

Inspection judgements

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

Managers and staff have a good understanding of the Early Years Foundation Stage and provide learning which is complementary to the teaching that children receive in their school or nursery. The ethos of this playscheme is for children to relax and enjoy themselves. Staff use good teaching techniques, which ensure that children are provided with a wide selection of play opportunities that support their learning. Activity planning is based on children's interests and is also flexible. This means that staff can respond to children's requests. Staff and children evaluate the activities in order to note what children have enjoyed, where they need support and where activities can be adapted to meet children's needs. However, some activities, such as kite making, are very structured. Young children are shown how to fold paper to the correct shape and staff have to help younger children. This is not effective in allowing children to explore and experiment with the activity in order to express their own ideas and imagination. Staff are well trained and understand how to use sports activities to promote children's physical development and also develop their positive attitudes to working together and achieving. For example, children participate in relay races and obstacle courses, where they develop their physical skills in balance and coordination as they crawl through, jump over and manoeuvre around different obstacles. They learn about teamwork as they work in teams, cheering and encouraging each other.

Staff competently use observations of the children to clearly identify their individual next steps in their learning and development. The information gathered is effectively built into

the planning of future activities, firmly based on children's interests. For example, planned activities are based around children's ideas, themes and topics, such as sea creatures. Children are engaged in activities, such as making creatures out of small construction bricks. Staff support this by asking what colour bricks they will use, and children happily extend their own ideas by making a castle for a queen jellyfish. Children are rewarded for kind deeds and good behaviour. This enables them to adopt good social skills, and understand about sharing and turn taking. Children are eager to please and gain coloured reward points. This results in children eagerly holding open doors for each other and helping carry equipment for the good of the whole group. As a result, children learn the skills they need to be confident and independent in readiness for school.

The manager and staff have well-established partnerships with parents. They gather a range of information from parents, which tells them about the children's likes, dislikes, abilities and interests. Children's ongoing progress and development is effectively shared with parents through their individual development records. Children participate in this by recording what they have done and what activities they have enjoyed. Staff record children's achievements in each of the areas of learning and clearly highlight the next steps in their learning. The effective working partnerships result in consistency and coherence for children, enabling them to make good progress.

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

Care practices are good and, as a result, children's well-being is successfully promoted. Children are beginning to display an understanding of how to manage risks for themselves. For example, they use tools and equipment, such as scissors, responsibly and tidy away toys to prevent tripping up. Staff are effective in supporting children's understanding by using gentle guidance and reminders. Consequently, risks are minimised because children behave very well and act responsibly. Staff consistently implement positive behaviour management methods. This means that children always receive clear and reliable messages about how to behave safely, while exploring and having fun. Staff provide a wide range of interesting toys, equipment and resources. These are used effectively to encourage children to experiment, explore and learn.

Children's self-confidence and independence flourishes as even new starters quickly settle into the fun and exciting environment. They display close attachments and affectionate bonds with all staff as they greet them excitedly and show their affection with hugs. The qualified early years teacher is the key person for all of the early years children. She displays a detailed knowledge of their individual needs and abilities. All members of staff display a caring and reassuring approach, which encourages children to settle in quickly. As a result, children are happy and confident as they play and laugh with each other and staff. Staff respond warmly to the children. This enables children to display enthusiasm in exploring and investigating the interesting range of activities. Children in the playscheme show strong personal, social and emotional skills and display good levels of confidence and capability. They have an eagerness and excitement to learn and to welcome new challenges in their lives. All of this helps them to make a smooth transition between settings, such as the playscheme and school, as they show the characteristics of effective learners.

Children's well-being is effectively supported by good partnership working between staff, key persons and parents. Any dietary or medical needs are fully discussed. Children are encouraged to eat healthily and sensibly. They bring their own snacks and packed lunches and the contents of these are guided by staff as part of the playscheme's healthy eating ethos. Children routinely wash their hands before eating, showing they have adopted good hygiene habits. Care practices are good and, as a result, children's well-being is successfully promoted.

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

Thorough safeguarding arrangements are in place, which ensures that children are protected from harm. The management organises safeguarding training for all staff as an important part of their induction process at the start of each playscheme. This means that all staff have a secure understanding of the process to follow should they have any concerns about children. Robust checking procedures ensure that all staff are suitable to work with children. Thorough risk assessments and daily safety checks ensure that hazards are minimised or removed. Consequently, children play safely and enjoy their time at the playscheme. Managers and staff are honest and conscientious in their evaluation of their daily practice. They actively seek feedback from parents and children, which enables them to gain a thorough view of the strengths and areas for improvement. They effectively use this information to develop clear action plans that lead to continued improvements.

The playscheme carefully recruits staff who are experienced in working with children in educational settings and in providing sports activities. All staff are well trained and supported by their managers. As a result, children are cared for by staff who are knowledgeable about the individual children's needs and also how to promote children's learning and development as they play and participate in sports and other activities. Managers have high standards and expectations. They implement good procedures to support staff in their roles. For example, staff are regularly supervised during sessions throughout the duration of each playscheme. Staff work well together to ensure that they are meeting the requirements of the Early Years Foundation Stage to a good standard. Their practice is regularly reviewed, which ensures that they are consistent in promoting children's well-being and development. The area manager works closely with the playscheme manager in order to monitor children's continuing good progress.

Staff demonstrate a good understanding of the importance of working with other providers caring for the children. They have procedures in place to exchange information about children's activities and needs at school, so that these can be supported during the playscheme. This information is generated through information sharing with parents at the start of each playscheme. The good partnership working with parents ensures that they are kept up to date with how their children are progressing. They talk daily with the staff and are also able to refer to information on the playscheme's website.

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	EY464735
Local authority	Hertfordshire
Inspection number	951406
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	2
Name of provider	Super Camps Ltd
Date of previous inspection	not applicable
Telephone number	

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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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