

# Ultimate Activity Camps at St Swithuns School

ST SWITHUNS SCHOOL, Alresford Road, Winchester, SO21 1HA

<b>Inspection date</b>	15/08/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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

- Staff are good role models for children and children's behaviour is very good. Children enjoy their time in the camp and they are settled and happy.
- Staff work together to promote children's safety, well-being and learning. They provide a friendly and welcoming environment.
- Staff make useful observations of children's interests and their progress in learning. They use these effectively to plan for children's next steps in learning.
- Effective monitoring, self-evaluation and commitment to professional development mean that practitioners have expectations, drive and ambition in regard to improving the provision for children.

### It is not yet outstanding because

- Children's lunches are not always stored at an appropriate temperature to keep food fresh.
- Children who speak English as additional language do not always have a clear understanding of the expectations of staff.

## 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 and care routines both indoors and outside.
- The inspector talked to managers, staff and children at appropriate times during the inspection.
- The inspector looked at children's 'all about me' sheets, planning documentation and evidence of staff's suitability.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sharon Palmer

## Full report

### Information about the setting

Ultimate Activity Camps registered in 2013. It operates at St Swithuns School, on the outskirts of Winchester, Hampshire. Children have access to several rooms within the school, including the assembly hall, gym, swimming pool and art room. There is an enclosed outdoor play space for outdoor activities. The camp opens during school holidays only, and operates Monday to Friday, from 8am to 6pm. The club is registered on the Early Years Register, and the voluntary part of the Childcare Register. It provides care for children from four to 14 years. There are currently 32 children on roll in the early age group and 40 children on roll up to the age of 8 years old. The club currently employs nine members of staff, one of them has Early Years Teaching Status, two hold Qualified Teacher Status and six are unqualified. The camp supports children who are learning English as an additional language.

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

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

- develop procedures for storing children's lunch boxes appropriately if necessary
- further develop the use of visual aids and prompts to support children who speak English as an additional language.

### Inspection judgements

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

Staff's understanding of the learning and development requirements and how children learn through play is good. Therefore, staff are actively involved in children's play and they ask a wide range of open-ended questions. In addition, they know when to step back so that children have the time and space to think for themselves. This contributes to effective teaching because it supports children in becoming active learners. Therefore, children develop skills to solve problems and confidence to explore new ways to do things. For example, through effective and skilful questioning when making their puppets, children work out how to use straws or wooden sticks to hold their puppets upright.

Staff take positive steps to find out about children's interests and levels of development from parents when children first start. They record this and then work on children's next steps in development. For example, some children were apprehensive about swimming. With support from a qualified swimming instructor these children have gained more confidence in the water and, therefore, their individual needs are being met from this additional help.

Children settle quickly to activities when they arrive in the morning and are brought together to talk about what they will be doing and how they need to keep safe during the day. Children are confident in contributing to these discussions and they give examples of what helps to keep them safe, for example, not sharing their lunches with other children in-case of allergies. These discussions promote children's language skills and self-confidence.

Children are always aware of the activities that they will be doing next. Staff have made a visual routine prompt in order to help children to be aware of the activities that will be provided. However, staff do not yet have any other resources to support children who speak English as an additional language to help to further support children's understanding of instructions. Therefore, some children are not always confident in knowing what they need to do next.

The club develops very positive relationships with parents who emphasise how much their children enjoy attending. Staff provide parents with good information about their children's time in the camp and allow opportunities for children to evaluate their learning by asking them what they particularly enjoyed or didn't. This helps staff to evaluate the activities provided and make changes if necessary.

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

Children demonstrate that they are happy and enjoy their time in the club. Staff regularly praise the children for their achievements, which gives them a sense of belonging and makes children feel safe and secure. Staff offer a friendly and welcoming environment, which encourages positive behaviour. Children have positive relationships with staff, responding well to the instructions and demonstrating friendly behaviour. For example, the children listen attentively to the rules of dodge ball and enjoy rolling the balls at each other trying to get the other team out. Staff are also aware that some children may not wish to join in some activities and provide alternative activities throughout the day to ensure that all children are kept busy. This means that staff are consistently meeting children's individual needs.

Staff provide a safe and clean learning environment for children. For example, through their detailed risk assessments, daily safety checks and close supervision of children, they put in place good safety precautions to minimise hazards. Through play and routines, children are developing a good understanding of how they can keep themselves safe. For example, children talk about the rules of dodge ball and why it is dangerous if they throw the ball high.

Children have different opportunities to learn about being healthy throughout the day. Children wash their hands prior to eating snacks and after using the toilet. Staff encourage parents to provide healthy snacks and lunches to keep children's energy levels raised throughout the day. However, the contents of the lunch boxes sent from home by parents are not checked to see if anything needs to be refrigerated. These food items could

potentially be left in the warm for several hours, having an impact on the good health of children. Staff provide lots of physical activities, such as swimming and dodge ball. Staff encourage children to stay healthy by ensuring that children regularly have access to drinks and learn about the need to warm up prior to exercising and warm down after physical exercise. This helps to further promote children's understanding about keeping fit by allowing muscles to stretch before and after exercise.

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

The club management and staff demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Rigorous procedures are in place to check the suitability of staff and to ensure that they understand their roles and responsibilities. There is a clear understanding of safeguarding procedures as staff access appropriate training. Staff and managers are familiar with possible symptoms of children at risk and with procedures to follow if they have concerns. Daily safety checks and routine risk assessments help staff to provide a safe and secure environment. Staff supervise children well and use a walkie-talkie system throughout the day. They regularly complete headcounts of children and record this in a daily register. Staff are well organised and work well together to promote children's safety, well-being and learning. The club provides good opportunities for staff training and mentoring through an appraisal system, on-site support and access to courses.

The club has effective systems in place to identify children's starting points in learning and their subsequent progress. Staff work closely with the on-site school to ensure the safety of children at all times. For example, they are aware of other activities that may be going on around the school at the same time. Strong partnerships with parents enhance children's learning and development while attending the camp.

The managers and staff warmly welcome feedback and send out questionnaires to parents after they have attended the club and children are offered the opportunity to feedback each day. This helps staff to develop their provision further to meet the needs of all the children that attend.

### **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

<b>Unique reference number</b>	EY475097
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	957142
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	72
<b>Name of provider</b>	The Ultimate Activity Company Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01962835700

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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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