

Super Camps at Princes Mead

PRINCES MEAD SCHOOL, Worthy Park House, Worthy Park, Winchester, SO21 1AN

Inspection date

14/08/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Excellent leadership and management systems are in place which ensure staff carry out their roles and responsibilities with high levels of competence.
- The safeguarding and welfare of children is given high priority by staff.
- Children have lots of active fun and enjoyment alongside enthusiastic practitioners who know and support them extremely well.
- Children quickly build very good relationships with their key person and their new friends because there is excellent emphasis on personal, social and emotional development.
- An exciting range of well-planned active, play experiences are delivered by well-qualified, skilled staff.
- Parental partnership and feedback is very good with high emphasis on effective communication to ensure children's needs are completely met.

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's play activities, and the staff's interactions with children.
- The inspector had discussions with the area manager and manager, which included aspects of safeguarding and leadership and management.
- The inspector sampled relevant documentation including safeguarding documentation, performance management and children's play and learning records.
- The inspector had discussions with parents to gain their views of the setting.
- The inspector conducted a joint observation with the camp manager.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

Super Camps at Princes Mead registered in 2014 on the Early Years Register and the voluntary part of the Childcare Register. It is part of a chain of holiday day camps operating throughout the country run by Super Camps Limited. This camp operates from Princes Mead School on the outskirts of Winchester, Hampshire. Children have access to some of the indoor classrooms, playing fields and sports hall, adventure playground and woodland areas of the school grounds.

The camp operates during school holidays only, for the weeks specified on the companies website, Monday to Friday from 8am until 6pm. Children attend for a variety of days each week. There are currently 20 children on roll in the early years age range although the setting also cares for a number of older children. The club employs a Level 6 qualified early years practitioner to work with the early years children and appropriately qualified staff to work with the older age groups. The club supports children who learn English as an additional language and children with special educational needs and/or disabilities.

Inspection judgements

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

Children relish their time at the holiday club because staff are highly receptive to their play and care needs. It is an extremely well-organised club where staff enthusiastically and with high competence carry out their roles and responsibilities. Children have lots of active fun and enjoyment alongside practitioners who support their needs exceptionally well. The expert knowledge of the areas of learning by the key person in early years means that children are extremely well-motivated and are very eager to join in all activities. For example, they consistently have fun and are physically active playing 'cups and cones' with their new friends outdoors, some of whom they have just met. They work extremely well in their teams and are challenged in their thinking skills and mathematically when they have to work out which ones they have to turn over, count each team's amount and work out who has the most and least. The key person has high expectations of children and is excellent at engaging with them and promoting involvement in all play activities. Children excitedly take part in many fun, social team games. For example, the key person tells the story of the 'cat and mouse' naming different children to be the cat and mouse during the parachute activity. The children listen extremely well and excitedly crawl under and over the parachute trying to find each other.

The key person working with the children in early years age range swiftly and very effectively tunes into each new child that arrives at the setting. This is after reading their 'all about me' forms and after discussion with their parents. Consequently the staff are able tailor the play activities to offer more challenge to those who are more physically able or promote friendships for the children who do not readily relate to the other children. As a wraparound care and learning setting, there is excellent promotion of the key areas of

children's development. The excellent initiative by higher management, of the 'Early Years Passport' means that the key person and the children can record and share with parents their fun learning, progress and next steps while attending the holiday club. This takes place in the afternoon session 'time for me' where children have independent choice and can play in a well-resourced early years classroom. Children are able to freely use their imagination at the club when they access the art explosion session. They busily discuss their original ideas with their key person, using the wide range of different materials to design and make their own creations. The 'under the sea' theme inspired the children to make mermaid's, sea serpents and other creatures. The key person was enthusiastic in the delivery of the activity. She spends time with each child to effectively promotes their talking skills and social interaction. For example, she encourages every child to listen to one another while they talked about what they made. However, when planning the activity the key person did not completely think of ways to enhance it. For example, she did not use picture books or images of 'under the sea' to promote further children's creativity and talking skills.

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

Children are extremely happy and well-motivated at the holiday club, as their individual needs are highly met. The excellent attention to promote secure emotional attachments to new friends and to their key person within the short time that children attend shines through. This is because the well-qualified and knowledgeable staff are totally at ease in their work, skilled and highly tuned into early years children. In addition, they seize opportunities to build on children's learning and developmental skills within a culture of fun and play. For example, when the key person retakes the register in the afternoon, children have to respond to their names by saying their preferred fruit 'strawberry or banana', which they do smiling and with excitement. The excellent 'house point' system is used very well by their key person to promote helpfulness, positive behaviour and good safety. For example, children willingly hold the door open for one another, knowing that it will earn them some house points for their coloured team. They excitedly talk to the visitor about how many house points they have and within a very short time, they know the rules and boundaries of the setting. This is because the camp manager has a 'team talk' with all age groups, just after registration. Young children sit on their siblings laps and together they talk about how they earn house points such as 'being helpful, eating healthy food and generally being kind'. There is excellent attention to children's health and safety by the staff team, who are all involved in risk assessment checks.

A key strength of the setting is the excellent relationship the staff have quickly forged with on-site school caretaker. This is to ensure they are fully up-to-date with the on-site building work taking place over the summer. Together they effectively ensure the risks are managed in a coherent and sensible manner. The staff carry two-way radio communication systems, complete regular head counts and give reminders to children about staying with their key person. This ensures children are kept safe at all times. Children are learning good hygiene practices and how to keep healthy. They understand why it is important to wash your hands before eating and talk about using the soap. Regular snack and meal times take place to ensure children are re-fuelled for their busy

holiday club activities. Staff sit with the children, having a picnic on the grass at snack time which promotes social communication. Children are encouraged to talk about where they live and what school they go to. The key person is careful to engage with each child to promote conversation. Healthy eating is discussed by the key person and at lunchtime, where children are encouraged to eat their savoury food first. Children behave extremely well because they are happily engaged in their play. They receive very good praise and recognition for their activities and staff are very good role models. Good strategies are in place to promote positive behaviour and achievement such as the 'Superstar of the day' award. This is given out at the end of the day when all age groups come together to reflect on their day and achievements. Children are cared for in beautifully maintained grounds and have access to a very good range of indoor facilities at the private school. An excellent programme of well-planned, fun and exciting activities contributes highly successfully to the children's play and learning environment, while at the holiday club.

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

There are excellent leadership and management systems in place which has a high impact on how well the provision meets the Early Years Foundations Stage requirements. First-rate attention to the safeguarding and welfare of children means there is very good emphasis on child protection from top management down to each member of staff. Everyone fully understands their roles and responsibilities and competently implements the very good procedures which are in place. For example, staff understand the whistle blowing procedure and refer and discuss welfare concerns with the designated officer for child protection. Further observational information is then gathered. Robust vetting and recruitment systems are carried out by the company. This ensures that all staff and key people working with early years children are extremely well-qualified experienced and hold clear criminal record check.

The companies pursuit of excellence in all of their work is very evident. Since their last inspection at this site, there has been an overhaul of the company's higher management, their policies and procedures and a higher attention to early years staff training and management audits. This has had an extremely positive outcome on the quality of the holiday club at Princes Mead. An excellent, well-targeted appraisal system takes place for each member of staff at the end of the club, focusing on key areas such as enthusiasm and engagement with children and relationships with children and parents. This helps the company performance manage the staff. It celebrates and recognises individual staff strengths and areas to improve. Those staff with high skills and knowledge can quickly progress to camp manager, demonstrating an uncompromising drive for high quality. 'Supercamp' audits are rigorously carried out most weeks by management, which mirror Ofsted inspections, with high attention to detail and grading. In addition to these self-evaluations, parental feedback is requested and used to highlight successful practice and areas for improvement. Parents, although very new to the setting, speak very positively of the club. They comment about the cheery, communicative staff who swiftly inform them of how much their children enjoy their time at the club. There are very good systems for informing parents of how the camp is run through the use of emails, the website, and an

extremely well-organised, on site parent area. This includes all the policies and procedures and very good registration procedures. Consequently, each key person has complete information about each child in their care, whether they attend for just two days or for several weeks. The setting see's the school as a key partner in delivering high quality holiday care and works highly efficiently with them to achieve their joint vision.

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	EY476686
Local authority	Hampshire
Inspection number	966388
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	120
Number of children on roll	20
Name of provider	Super Camps Ltd
Date of previous inspection	not applicable
Telephone number	01234 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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