

Ultimate Activity Camps at Bearwood College

BEARWOOD COLLEGE, Winnersh, Wokingham, RG41 5BG

Inspection date

Previous inspection date

20/08/2014

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

- Staff plan a lively and engaging range of activities, which cover all areas of learning and allow children to have fun and enjoy their time at the camp.
- Security and safeguarding of children are of paramount importance. Staff have effective strategies to protect children from harm at all times.
- The management provides strong leadership and has an ongoing commitment to improve the quality of the provision.
- Good partnerships with parents means that they regularly exchange information to ensure that individual children's needs are met.
- Children build good relationships with staff and other children; they develop a good understanding of boundaries and therefore, behave well.

It is not yet outstanding because

- Staff do not always consistently adhere to timetables throughout the camp to ensure the smooth running of activities for children at all times.

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 classrooms and grounds.
- The inspector spoke with the managers, staff and children.
- The inspector carried out a joint observation with the provider.
- The inspector took account of parent's views by speaking with them on the day.
- The inspector sampled documentation about the running of the camp.

Inspector

Alison Southard

Full report

Information about the setting

Ultimate Activity Camps at Bearwood College registered in 2014. It is operated by Ultimate Activity Company Ltd. The camp is situated at Bearwood College, Winnersh, near Reading, Berkshire. It operates from a variety of buildings and classrooms on the premises of the college, and in addition has use of the sports hall, drama studio, art room, swimming pool and outdoor areas. The camp is registered on the Early Years Register and the voluntary part of the Childcare Register. It is open from 8am to 6pm, during the Easter, Summer and October half term school holidays. Children may attend for a variety of sessions. The camp employs a manager, who holds an early years teaching qualification.

What the setting needs to do to improve further

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

- improve staff awareness of timetables to ensure that activities do not overlap and impact on children's experiences and the smooth running of the camp.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage. They effectively use this knowledge, and their understanding of young children's learning to provide a wide range of exciting activities that supports children's good progress. For example, they encouraged children to go on a make believe safari. Children put on binoculars and excitedly joined in as they discussed the different animals they would see and items they may need to take with them. Some children attend the camp for short periods only. Staff have become efficient at gathering detailed information from parents to assess children's interests, needs and starting points. Consequently, staff have a clear understanding of children's starting points, which enables them to build on children's interests and abilities from the start. This shows they value working in partnership with parents. They complete some observations, which help them to plan future activities to meet the learning needs of children.

Staff supervise children well and engage them in a good variety of play experiences. Children enjoy their time at the camp and are enthusiastic and motivated to learn as they play and move around different areas of the camp. However, staff need to ensure they are all aware of timetables for the use of different areas to ensure the camp runs smoothly at all times. The camp provides a good balance of play, resources and activities. There is a relaxed and fun atmosphere at camp. Staff interact exceptionally well with children and are therefore, able to enhance their confidence and social interaction. For example, children thoroughly enjoyed making animal masks and were able to design these

according to their own ideas and suggestions. Children were proud of their creations and eager to share them with others.

Staff plan well for children's communication and language development and use lots of open questions to encourage children to think and solve problems for themselves. For example, during a walk through the woods staff asked children what they could see and what they needed to consider when crossing the road. Children happily chat to staff and each other, confidently expressing their thoughts, feelings and ideas. Supported by attentive staff, children enjoy playing outside and joining in games. Children are active every day and have opportunities to take part in a variety of activities such as dodge ball and swimming as well as activities in the large grounds of the school where the camp takes place. As a result, children enjoy developing their physical skills confidently, while learning to manage themselves safely. These skills will support them as they move on to school.

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

Children develop close and fond relationships with their key persons and other staff. They make friends and learn to share and care for others. They are outgoing, friendly and sociable. Staff support children to make friendships quickly, to explore all areas that they are able to play in and ask them about things they would like to do. The team works well with parents. Parents hand their children over to a member of staff each day and there are plenty of opportunities for parents to share information about their children. This means that staff are able to plan activities that meet children's needs well. Some children only attend for a day or two, so staff are very sensitive to their needs and are aware that they may be unsettled. As a result, they work hard to make children feel welcome. For example, they introduced a visual timetable to help those less confident children to become more confident about the format for the day. This helps all children to prepare for activities because they are aware of what is happening next. Children have warm relationships with staff and are able to develop positive relationships with the other children attending through their play. This supports their self-awareness and confidence.

Staff promote children's health through good hygiene procedures, as they are encouraged to wash their hands before eating and after playing, or visiting the toilet. Children are able to tell staff they wash their hands because they may have germs on them. Children learn about eating healthily. Staff discuss with them the fruits they are having for snack that day and count how many children have eaten a particular fruit. Children learn good table manners and demonstrate politeness. They know when to sit still and listen. These skills support children in school and equip them well for the future. Children have access to drinking water continuously and especially after physical games. Mealtimes are sociable occasions when younger children have opportunity to mix with older children. Children are encouraged to be independent and take responsibility for their belongings as they collect their lunch bags and drinks before meal times. Children's safety is a priority at the camp. Staff are proactive at explaining the rules of the day and the environment where children can play. They explain the emergency evacuation procedures and children listen carefully and follow instructions well. They understand their routines, which enhances their sense of

belonging.

Staff manage children's behaviour effectively. As a result, children are extremely well behaved and show great respect for their friends, staff and their environment. There are good systems in place so that children can choose things they would like to do. They are able to give their opinions to staff daily because they complete about my day forms to let the staff know their views. Their ideas clearly feed into planning so that children know that staff listen to their choices. This promotes their self-esteem strongly. As a result, children behave well in the camp. Staff are very good role models for children as they are enthusiastic, speak clearly to children at their level and are consistent in their expectations.

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

Staff demonstrate a good understanding of their responsibilities to promote the learning and development of all children. The management team works closely together to ensure children enjoy effective support that promotes their progress well. Staff observe and share children's progress with parents. The management team closely monitors and evaluates the educational programmes to ensure they meet the needs of all children attending. Policies and procedures for the effective management of the camp are available, including a safeguarding policy, which all staff understand and implement. The use of personal mobile phones is not allowed and this helps to protect children. All staff undertake training before the camp begins at each season. Training includes safety and safeguarding and staff fully understand when and how to raise a concern, if necessary, to help them protect children.

Staff practise fire drills regularly and children and adults know what to do should an emergency arise so they keep safe in the event of a fire. Staff ensure that every day there are sufficient well-qualified staff available to support the children in their play and learning. Staff are vigilant about children's safety. They risk assess all areas and activities to promote children's safety. Staff supervise children very well. Staff are very aware of strangers in the camp and are confident to approach all unknown persons who come to the camp. There are clear procedures in place whereby visitors must wear badges and sign in. As a result, staff make sure that unvetted or unknown people only have supervised access to children, to promote their continuing safety and well-being.

The management team follows rigorous recruitment procedures and new members of staff receive a thorough induction into the camp's policies, procedures and practices before the camp starts. Arrangements for staff supervision and appraisal are in place and all staff are encouraged to undertake regular and frequent training in order to continue to develop their knowledge and skills. The management team is committed to continuous improvement of the provision for children. Parents, staff and children are involved in the self-evaluation of the camp and contribute to its plans for future improvement. Staff gather information from parents about children's individual needs and ensure that they meet any needs as well as they can. Information for parents is on display in the entrance

lobby including a programme of events that children can take part in. Parents speak very highly of the camp and say that their children thoroughly enjoy themselves. Staff work in partnership with other settings children attend. Some teachers from the school the camp is housed in visit the new children who will be joining the school. This helps children to prepare for the next stages in their learning and development.

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	EY475122
Local authority	Wokingham
Inspection number	956413
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
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	0118 9748300

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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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