

# Camp Xplode

Richmond House School, 168-170 Otley Road, LEEDS, LS16 5LG

## Inspection date

Previous inspection date

22/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

4

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- The welfare and safety of all children and staff is compromised as security arrangements are not robust and unauthorised persons can enter the premises without the knowledge of a staff member.
- The safeguarding policies and procedures are not pertinent to the setting and do not provide parents or staff with guidance that is in line with the relevant Local Safeguarding Children Board procedures. This compromises children's welfare.
- Children's safety and privacy are not assured as staff do not adhere to the policies and procedures governing the use of mobile telephones in the setting and the management does not ensure that these are implemented rigorously.
- The current structured timetable does not take account of the ages and abilities of children in the early years age range. Opportunities to fully access developmentally appropriate resources and initiate their own play are limited and they are not always actively engaged in their own learning.

### It has the following strengths

- The key person system is effective and fosters children's emotional security. They settle well and form positive relationships with their peers and 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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector met with the manager and looked at children's development records, evidence of staff suitability and qualifications and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

## Inspector

Donna Green

## Full report

### Information about the setting

Camp Xplode Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the childcare register. It is one of a number of settings owned by a private limited company. The club operates from four rooms within Richmond House School and the nursery buildings within the school campus. The school is located in the Headingley area of Leeds. The club offers holiday care to children from the school and the surrounding areas. There are currently 150 children aged from three years to 11 years on roll. Of these, 24 are in the early years group and attend for a variety of sessions. The school grounds are also available for outdoor play. Regular opening times are from 9.30am to 3.45pm each weekday, during the school holidays. An extended day is available on request from 8am to 6pm.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the security arrangements for the premises are robust and effective to prevent the entry of unauthorised persons, with particular regard to the safe use of the key codes for the main doors
- ensure that the safeguarding policies and procedures are in line with the guidance and procedures of the relevant Local Safeguarding Children Board and are shared with parents to keep them informed of the child protection arrangements
- ensure that all staff are clear about their roles and responsibilities when working with children with regard to their use of mobile telephones during working hours and that related policies and procedures for this are rigorously implemented.
- develop the planning of activities to ensure that it is fully matched to children's individual learning needs and takes account of their ages and levels of ability, so that children make good progress.

## Inspection judgements

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

Some aspects of children's learning and development are promoted adequately. For instance, staff speak with children about the shapes they are sticking and sensitively support them should they name the shape incorrectly. Staff read to children and make effective use of intonation, so that children are engaged and listen to the story. The children sit in a semi-circle so they can all see the books. As they listen, some children

seek the comfort of staff members and snuggle up to them. Children enjoy the story and sustain their concentration. The children behave well during the story. As a result, they are developing some early literacy skills and fostering a love of books.

However, staff are not fully skilled in planning activities that are tailored to meet the needs of children in the early years age range. Much of the planning in place is aimed at older children's skills and levels of ability. This results in younger children complying with staff direction to participate in certain activities rather than enjoying their own initiated activity. For example, a mixed age group of children participate in art and craft. The younger children are not fully supported in developing their creativity although they do engage in general cutting out, gluing and sticking to complete a finished article. They are not fully engaged and this minimises their opportunities to develop their active learning. Additionally, the timetable set for each day does not take account of the levels of concentration or interests of younger children. Staff engage children in some activities that are not specifically designed for them. A drama activity is planned, following on from older children's interests in a particular storybook. While they are well supported by staff, to extend and develop this activity, the expectations for the younger children are too high. Consequently, they become disinterested, as they cannot read the instructions or cues from the books. Their access to the more appropriate nursery facilities is restricted by the structured timetable of events for the day. This also hinders their enjoyment and participation in outdoor play and activity, which is often limited to one session each day.

Staff are aware of observing and assessing children's learning and development. They discuss children's starting points with parents who have access to their children's development files. Parents are informed of the activities on offer and are provided with a weekly timetable and daily updates about their about their child's experiences. As a result, parents are able to repeat and extend some experiences at home. Staff also liaise with some of the schools children attend to offer consistency in their learning and development.

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

Children's safety and welfare is compromised. Some older children have been given access to the codes for the main doors and this allows entry without staff checking their arrival. This process also allows other adults to enter and be present on the premises for some time before being challenged by staff. This places children and staff at risk from unauthorised adults. Staff also do not follow the club's policies and procedures with regard to the restricted use of mobile telephones on the premises. This means that children's privacy and safety is not assured.

In other respects, children form close and caring relationships with staff who are assigned as their key persons. Staff offer flexible settling-in sessions to enable children to become familiar with the premises and routines. Detailed information is sought from parents about their children's care and health needs, so that staff can support individual children. Children develop independence in attending to their own needs such as toileting and had washing. Staff remind them of the reasons for following these hygiene routines. Parents

currently supply children's packed lunches and staff ensure that there is safe and appropriate storage for these to prevent spoilage. Children enjoy the social interaction that takes place at meal and snack times. Staff chat with children about healthy options and offer nutritious items of food in the tuck shop to promote good health. Children also have free access to fresh drinking water during the day. Children have some access to the outdoor environment to benefit from being out in the fresh air and be active. They use bikes and wheeled toys, although this physical activity is hindered by the club's timetable, which affords younger children limited access to this type of self-initiated play.

Children participate in regular emergency evacuation drills and staff remind them about using equipment, such as scissors, with care. Any minor accidents and injuries to children are managed efficiently as most staff hold current paediatric first-aid certificates. Records of such incidents are kept and shared with parents to keep them informed of matters affecting their children's health and well-being. Children's behaviour is managed appropriately and staff offer gentle reminders about good manners, sharing and playing together. This means they are acquiring the skills needed for their next stage of learning and development, such as school. Children mix well given the wide age range of the children attending. They forge firm friendships with their peers and the adults during their time in the club.

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

The leadership and management of the club is inadequate. There are a number of breaches of the requirements of the Early Years Register, which are also relevant to the Childcare Register. Children's safety is not assured due to the lax security arrangements for entry to the setting. On the day of the inspection, an older child opened the main door using the key code and unwittingly allowed the inspector to enter. The inspector was present for some minutes before being challenged by a member of staff. The club has safeguarding policies and procedures in place. However, they are generic documents for the organisation and are not pertinent to this particular club. In addition, they do not follow the Local Safeguarding Children Board guidelines, as there is no information about what agencies should be contacted if staff have any concerns about a child in their care. While staff have a basic awareness of known indicators of abuse and can relate the action they would take if they had concerns, this information is not available for parents. This means they are not fully informed of matters affecting their child's welfare. The club also has policies and procedures restricting the use of mobile telephones in the provision. However, management does not implement this rigorously and staff do not adhere to the guidance. This places children's safety and privacy at risk.

Staff complete risk assessments for all areas of the provision although these are not always rigorous in identifying hazards such as unsupervised entry to the premises. The club has a suitable process for the recruitment and selection of staff. Staff are vetted through Disclosure and Barring Service checks and references are sought. Staff are supported in their roles and peer observations are in place to encourage personal reflection and development.

Parents feel that communication is good and they get verbal feedback on a daily basis and are happy with the information they receive. Parents feel that their children are making progress and enjoy their time at Camp Xplode. As a result, parent partnerships are established, and parents feel supported and confident to discuss any issues with staff. The manager has secured links with local schools and nurseries and has accessed advice and support from the local authority early years advisors. The manager is aware of the importance of engaging in partnership with other agencies to ensure appropriate interventions for children who may need additional support. There is some self-evaluation undertaken and the manager seeks the views of parents and children using a questionnaire. However, this has not yet been successful in identifying and addressing the weaknesses within the provision.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that that no one can enter the premises without the knowledge of a staff member who is caring for children (compulsory part of the Childcare Register)
- ensure that that no one can enter the premises without the knowledge of a staff member who is caring for children (voluntary part of the Childcare Register)

## 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>	EY440734
<b>Local authority</b>	Leeds
<b>Inspection number</b>	913137
<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>	48
<b>Number of children on roll</b>	150
<b>Name of provider</b>	PE Fundamentals Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01132752670

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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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