

Kool Kidz Camps

ST JOHN FISHER RC JMI SCHOOL, Hazelmere Road, St Albans, AL4 9RW

Inspection date

Previous inspection date

26/08/2014

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

- Children are cared for by highly skilled, enthusiastic and dynamic staff, who use a range of successful teaching methods to engage them in exciting play opportunities. As a result, children make excellent progress in all areas of learning.
- Children are cared for in age-appropriate key groups in a vibrant and nurturing environment. Staff listen to the children and implement their play ideas very effectively. This builds on the children's interests and the strong partnership with parents. Consequently, children understand how important their views are and they are keen to share their ideas.
- Staff have an exemplary knowledge of safeguarding and how to keep children safe. They are extremely vigilant in managing the children's safety across the site. Robust collection routines and safety measures are in place to fully protect children's welfare.
- Leadership and management are inspirational. The entire staff team share an uncompromising ambition to provide the very best, high quality holiday care for all children. Rigorous safeguarding and recruitment procedures help to ensure all adults working with the children are suitable to do so.

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 talked to children of all ages. She observed the children taking part in a range of activities around the school.
- The inspector looked at records in relation to children's achievements and how the camp plans for their individual needs.
- The inspector carried out a joint observation of a planned activity with the early years coordinator.
- The inspector checked evidence of the suitability and qualifications of all adults working with the children.
- The inspector talked to the registered provider, deputy and several members of staff. She sought the views of parents through surveys and comments on the website.

Inspector

Tina Kelly

Full report

Information about the setting

Kool Kidz Camps was registered in 2008 and registered again in 2014 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register due to a change in the detail of the registered company. The camp operates from the St John Fisher School in St Albans in Hertfordshire. Children have use of the main hall, dining room, classrooms and extensive school grounds. The camp caters for children aged between four and 11 years. Older children are cared for separately from the children under the age of eight years. Children in the under eights camp are cared for in two groups and the early years coordinator takes responsibility for the younger children. The camp supports children with special educational needs and/or disabilities. The camp employs staff with appropriate early years qualifications at level 3 or above and who have relevant experience to work with children. There are 250 children on roll, of whom 80 are in the early years age group. The camp operates during all school holidays, except Christmas. Opening hours are Monday to Friday from 9am until 4pm, additional care is offered from 8am until 5pm. The camp is a member of the Out of School Alliance.

What the setting needs to do to improve further

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

- extend the already excellent opportunities for children to take part in daily routines, such as at snack and lunch times, to further support and develop their practical skills.

Inspection judgements

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

The camp plans an exceptionally broad, interesting and challenging range of play and learning activities for children of all ages. Staff are excellent role models and they actively teach children to think for themselves. They ask appropriate questions to help children to solve problems and extend their own play ideas. Excellent, high-quality resources and craft materials enable staff to extend and support all areas of learning for the children in the early years age range. Staff support the skills that children have learnt at school and nursery and introduce them to new activities and play experiences. There is detailed planning for the children in the early years age group. Observations and assessments of children's individual achievements are shared with parents on a regular basis. Activities for older children take place in a separate part of the premises away from the younger children. As a result, all children, including those who have special educational needs and/or disabilities, take part in interesting and stimulating activities at all times throughout the day. Consequently, children's learning is promoted to an outstanding level.

When the weather is extremely wet, the planned activities and routines are quickly

adapted. Children have time and space to extend their physical skills as they take part in robust play in the main hall. Staff set out the large hall with gym apparatus, a huge cardboard box, large foam shapes, play bricks, parachutes and netting. Children have enormous fun in using the resources to create dens and camps. They negotiate and learn to compromise as they play independently and as a group. Staff support and extend the children's play ideas with minimal interruptions to their play. They prompt them to think about what they are going to do and how they are going to do it. If they need help, they are reminded to ask other children to join in. Children lift the parachute material and place it over a large, open-sided pommel horse to create space underneath where they can hide and play. They move gym steps and use blocks and bricks to fill in the sides. Children use large foam blocks to build an open-plan castle construction. Great care is taken in choosing the correct sizes to fill in gaps and to balance on the top. In addition to the physical play resources, children can play with giant dominoes and match large counters in a frame. Writing materials are set out in one corner; children make posters and write instructions to stick onto their dens. Good quality dressing-up clothes and puppets are added halfway through the session by staff to add to the children's already complex play ideas. These are quickly incorporated into the children's play, which extends and further develops their creative and imaginative play.

Staff get to know the children very well during their time at the camp. Children in the early years age group are given a yellow wrist band to wear. This ensures that all members of staff are fully aware of the children, who may need additional help and support throughout the club activities and across the site. Comprehensive information is gained from parents about their children's personal care needs, likes and dislikes. The early years coordinator helps children to complete the 'All about me' form, so she is fully aware of the children's previous experiences and interests. She monitors the children's progress with effective observations and assessments of their achievements at the camp. This information is used to successfully plan activities and events to further support and promote children's early learning skills. In addition to this information, at the beginning of the week, children complete a planned, adult-led colouring activity. The printed format enables children to draw, write and colour in information about their favourite animals, activities, details about their family and where they live. This is attached to a front sheet of card to make a wheeled diagram of their lives. Children are very keen to talk about their favourite animals, which range from pet cats to dinosaurs. Staff help children to sound out the letters and provide templates for them to copy difficult words. As a result, children are beginning to explore early reading and writing skills. Children are very chatty and staff give each child time to share their comments with the group. Children's personal and social skills are supported to an exceptionally high level.

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

Children are very happy and settled at the camp. Some children attend throughout the summer holidays, where as some attend for occasional days. Their sense of security is well supported as they are cared for in age-appropriate groups, with a designated key person. This effective process helps to monitor the well-being and emotional needs of all children. A robust registration process enables staff to greet the children in their key

groups. The meet and greet session at the beginning of each day introduces children, who are new to the camp, to the staff and other children. The camp rules are discussed and added to when children have an event or experience to share. The register is taken 'school style', reinforcing the routines children experience in school. Children learn about their own safety and that of others, as the environment is managed extremely well. They learn about being part of a team as they are fully involved in tidying away at the end of play sessions. Children are extremely keen to join in as they pick up the many soft balls that have strayed out of the ball pool and help to stack and tidy away the large play blocks in the soft playroom.

The staff team are vigilant in monitoring children's well-being. They support children at snack and lunch times, helping them to manage their lunch boxes and in finding their water bottles. During the morning, children are asked if they would like to help a member of staff to prepare fruit for snack time. There is scope to further enhance children's independence at this time, for example, to enable them to self-serve snacks and drinks and carry them to their table to support the skills they need in school. Children are very knowledgeable and competent in their own personal care. They use the cloakrooms independently and put on their shoes and socks with great dexterity, with help from staff when needed. When a child decides they do not want to wear socks, other children explain they will get blisters and they will be very sore. Children are very confident in sharing life experiences with staff and each other.

Outside play and physical development is a very high priority and is planned into the daily routines of all children. Staff use gentle reminders to teach children about their own safety and that of other children playing nearby when they take part in robust play and use the ride-on toys. Children learn how to manoeuvre low-level, wheeled racers and go carts. The school provides an ideal environment for children of all ages to take part in sporting events, to make camps and to take part in creative and challenging activities that enable them to learn how to assess and manage risk safely.

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

The leadership and management of the camp are inspirational and there is a well-defined management system. The registered provider, who works as the manager of the camp, is the designated person for child protection and has attended advanced safeguarding training. All adults put safeguarding at the centre of their work with the children. They can readily identify the signs and symptoms, which may give cause for concern about a child's welfare. All staff complete an online safeguarding module as part of the rigorous induction and recruitment process. This helps to ensure all adults working with children are suitable to do so. Information and contact details for the Local Safeguarding Children Board are readily available for staff and parents. Children are taught to be aware of their own safety as they move around the site. Staff wear easily identifiable, uniform tee-shirts and identity tags and children are told they can talk to them and ask for help at anytime. The discussions at the beginning of each day reinforce simple safeguarding rules. Staff use detailed and effective risk assessments to monitor the building, grounds, apparatus and

equipment. They use hand-held radios to help to monitor visitors to the camp and to support staff deployed across the site. Clear job descriptions help to ensure staff are fully aware of their responsibility to monitor and maintain the safety and well-being of children.

The camp also operates creche facilities, play days and children's parties. They have a core staff team, who have a range of appropriate qualifications and experiences to provide outstanding care and learning experiences for children of all ages. The management team recognise the specific talents of the staff team and use their skills with excellent effect. Staff are enthusiastic role models, who share in the children's learning with great delight. They have very high expectations for children of all ages to gain in confidence, to achieve and to make excellent progress in their developing skills. This ensures that the provision provides a wealth of exciting and challenging play opportunities across all seven areas of learning. Staff are fully involved in meetings at the beginning of the camp and are supported by the manager. They undertake daily and weekly evaluations of activities, resources and use of the site to help to ensure children's care and learning needs are consistently at a high level.

The management team values the views of families. There are very detailed registration forms to support staff in getting to know the children well. A robust collection system is in place with adults verifying passwords. Parents are contacted if there is any question about who is collecting a child. Staff work with families and other professionals, where appropriate, to effectively support children's individual needs. Parents express their great delight in the dedication of the staff team and the excellent activities their children take part in through the parent survey. Children's views are sought during the daily activities and with a pictorial survey, so they are able to express their ideas for future activities. There is an open-door policy and parents can speak to the registered provider or early years coordinator at anytime. This provides reassurance to parents of the younger children at the camp and enables them to meet children's individual needs to a consistently outstanding level.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY475795
Local authority	Hertfordshire
Inspection number	959426
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	250
Name of provider	Karen Marie Broom
Date of previous inspection	not applicable
Telephone number	01582 723449

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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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