

# Campers Pre-School and Out of School Club

Dayrell Road, Camp Hill, NORTHAMPTON, Northamptonshire, NN4 9RR

<b>Inspection date</b>	07/10/2014
Previous inspection date	23/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Children are making good progress. Staff effectively observe, assess and plan for children's individual learning, ensuring they are challenged to reach the next stage in their development.
- Good partnerships with parents and other professionals have been established. They work well together to ensure each child's individual care and learning needs are met.
- Children are fully safeguarded. Checks are made on all adults working with the children to ensure they are safe to do so and they are well supervised at all times.
- There is secure capacity for continuous improvement. The provider and staff accurately identify areas for improvement. As a result, this ensures positive outcomes for children and their families.

### It is not yet outstanding because

- Staff do not always fully support children in using numbers in everyday situations. Therefore, they are not consistently learning how to independently count objects with one-to-one correspondence.
- Staff do not always encourage children to put their hand over their mouth when they cough. Therefore, they are not consistently learning skills in self-care and the spreading of germs is not always effectively minimised.

## **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 observed activities in the playrooms and the outside learning environment.
- The inspector conducted observations of the activities and evaluated the teaching methods with the provider.
- The inspector held meetings with the provider, managers and spoke to staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day and from documentation completed by them.

## **Inspector**

Hayley Lapworth

## Full report

### Information about the setting

Campers Pre-School and Out of School Club is privately owned. It was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile unit in the grounds of Hunsbury Park Primary School in Northampton. The pre-school and out of school club serves the local area and adjoining school and is accessible to all children. Children have access to two playrooms, an enclosed outdoor play area and outdoor facilities within the school grounds. The pre-school and out of school club employs seven members of staff to work directly with the children, all of whom hold appropriate early years qualifications at levels from 2 to 6. The pre-school and out of school club opens Monday to Friday, from 7.30am to 6pm, during term time only. It provides funded early education for three-year-olds. Children attend for a variety of sessions. There are currently 45 children on roll; 33 of whom are in the early years age group. The setting supports a number of children who speak 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:

- support children consistently in using numbers in everyday situations, for example, by encouraging them to independently count objects with one-to-one correspondence while they play
- extend hygiene practices to prevent the spreading of germs by ensuring all staff consistently encourage children to put their hand over their mouth when they cough.

## Inspection judgements

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

Children are happy and enjoying their learning in this pre-school and out of school club. They are provided with fun activities that support them in making good progress across the seven areas of learning. Staff have secure knowledge and understanding of the learning and development requirements and the quality of teaching is good. Staff undertake planned and spontaneous observations of the children's learning and make assessments about what they know and can do. This information is then used to determine what they need to do next in order to progress or where they may need additional support. Children's age and stage of development along with their emerging interests are taken into account in the planning of activities. For example, during a cooking activity children expressed a keen interest in the process of mixing ingredients together. The following weeks' planning included further opportunities to experience the

mixing process through making play dough. All children have opportunities to participate in a good variety of both child-initiated and adult-led activities, both inside and outdoors. Parents are provided with opportunities to be involved in their children's learning. For example, they are invited to stay and play sessions, coffee mornings and progress meetings. At the beginning of care, parents are asked to share what they know about their children. Through verbal discussion, staff share their observations of the children's learning with their parents. Parents are asked to share their children's learning from home with their key person or by adding a written comment onto the 'wow moments' board in the foyer. As a result, children's achievements are shared and parents can be effectively involved in their children's learning. The provider and her staff continually review the resources they have in order to ensure they can continue to provide resources appropriate to children's interests and stage of development. For example, they have recently purchased a range of different sized logs in order to support the development of children's physical skills.

Fun activities in small groups are organised to support children's communication and language skills. They are encouraged to share their experiences with staff and talk about their feelings. For example, children talk about their trips to the park and the swimming baths. Staff use these opportunities to encourage children to think about how they felt at the swimming pool and describe what they do when they feel happy. Children who are shy and those who have English as an additional language are well supported by staff who sensitively encourage them to participate and 'have a go'. For example, they are encouraged to join in with the group to make the 'sssss' sound, pretend to be crying and laughing out loud. As a result, children are using sounds in a variety of ways and becoming confident communicators. Mathematical language is included in activities. For example, when describing measurements of ingredients or the size of a ball children are encouraged to use language, such as 'big', 'small' and 'tiny'. However, opportunities for using numbers in everyday situations are less frequently introduced. For example, when children make cakes, staff count the number of decorations on their cakes for them. As a result, children are not consistently learning how count objects with one-to-one correspondence.

Children's personal, social and emotional development is effectively enhanced. All ages of children make decisions about what they would like to do and who they would like to play with. For example, the pre-school children select between playing with a parachute or climbing up and down steps and balancing on beams. Older children choose from a good selection of board games, playing on scooters or a game of tennis. Consequently children are becoming independent and confident in their surroundings. Children's behaviour is good. Staff take opportunities to praise them for a job well done. For example, children are praised for pouring their own drinks and being kind to their friends. This practice supports them in readiness for the next stage in their lives, for example, moving to another provision or onto school.

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

Settling-in procedures are discussed and agreed with parents on an individual basis. Staff encourage parents to stay and settle their children for as long as it may take. This ensures

that both children and their parents are ready to separate from one another. During the settling-in period parents are asked to share what they know about their children through completing an All about me booklet. Staff find out about children's individual routines, likes, dislikes and their current stage of development. Each child is assigned a key person who is responsible for monitoring their overall well-being. There is some flexibility in who the key person is as children's preferences for a particular member of staff are taken into account. For example, if a child is assigned a key person but they prefer to spend more time with another member of staff then the key person is changed. Consequently, children's emotional well-being is successfully supported. Children are effectively supported as they move to another setting or onto school. For example, staff take the children to visit the local schools, meet the reception class teachers and participate in activities. Therefore, children can begin to develop new relationships whilst being supported by familiar adults. With parental permission, staff share their knowledge of the children's development with the Reception teachers. This helps the children settle, promotes a smooth transition into school and ensures a consistent approach towards their education and care.

Children are learning about how to play harmoniously together by being kind and respecting one another's feelings. Staff use regular reminders to help them understand the difference between right and wrong. For example, staff support children in understanding sharing when they squabble over the most popular resources, for example, the large sand timer and water jugs. Children who present more challenging behaviour are monitored and reward systems are introduced in partnership with their parents. Therefore, children can be fully supported in learning how to behave.

Generally good hygiene practices are promoted throughout the day. All children are encouraged to wash their hands before eating snacks and after going to the bathroom. Staff meet the children's care needs by supporting them with toileting and routinely changing their nappies. Sometimes when children cough, staff encourage them to put their hands over their mouths. However, not all staff always fully extend this in practice. Consequently, a small number of children are not consistently learning skills in self-care and the spreading of germs is not always effectively minimised. Children are learning about healthy lifestyles and they spend long periods of their time in the outside play areas. Free-flow from indoors to outside is always readily available and fully utilised by the majority of the children. Children can choose to play in large open spaces, which is the preferred area of many of the children who attend the after school club. As a result, they are able to burn off energy and enhance their physical development. Information is attractively displayed to help parents and children understand the importance of a healthy lunch box. Staff provide a good range of healthy and nutritious snacks the children enjoy, such as sultanas, chunks of cheese and sticks of carrots and peppers. Therefore, they are learning about foods that are good for our bodies and a healthy diet. Children learn about their own safety. For example, they are involved in practising the fire drill. As a result, they understand how to keep themselves safe in the event of an emergency evacuation.

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

The management team and staff fully understand their responsibilities to ensure children are safeguarded. Staff attend safeguarding training to ensure their knowledge is kept up to date and they are aware of the signs and symptoms of child abuse. The designated person for child protection acts upon concerns and swiftly reports them without delay. The setting's safeguarding policy is shared with parents and includes the procedure to be followed in the event an allegation is made against a member of staff. Risk assessments are effective, staff are appropriately deployed ensuring all children are fully supervised at all times. Recruitment and selection procedures ensure that all adults employed and students on placement at the setting are suitable to work with children. For example, Disclosure and Barring Service checks are completed on all adults.

There is secure capacity for continuous improvement following the previous inadequate judgement and the subsequent monitoring visit made. Through their self-evaluation system, management have identified the setting's strengths and areas for improvement. For example, in order to ensure children have full access to the outdoor area on very wet days, they are exploring the possibility of erecting a canopy. All the actions raised by Ofsted at the previous inspection have been fully addressed. Consequently, this has had a positive impact on children's safety, health, learning and development, staff professional development, organisation in the setting and partnership working with parents. The management team monitor the educational programmes and staff's practice through appraisals and supervision. Peer-on-peer observations help leaders to identify staff's learning needs. As a result, children's learning needs are met. Staff are encouraged to continue to progress in their own professional development through attending courses. Required policies and procedures ensuring suitable management of the provision are in place.

Inclusive practice is promoted, for example, staff monitor children's engagement in activities and intervene to support children who are less confident or new to the setting. Staff are aware of the importance of building relationships with other professionals and providers where children attend more than one setting at any one time. This practice ensures a consistent approach towards children's education and care. Overall parents spoken to at the inspection and written comments from parents suggest they are happy with the service they receive. Some parents describe the setting as 'fantastic', sharing their children love to come and describe the staff as friendly and approachable. Some parents especially appreciate that their children are progressing and that staff share what they observe in relation to their children's learning with them.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

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>	220166
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	980901
<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>	45
<b>Name of provider</b>	Maxine Mary Rayne
<b>Date of previous inspection</b>	23/04/2014
<b>Telephone number</b>	07780 617763

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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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