

# Camp Beaumont Day Camp

Claremont Drive, Esher, Surrey, KT10 9LY

<b>Inspection date</b>	27/10/2014
Previous inspection date	16/04/2014

<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

- Staff have a clear understanding how to safeguarding the children in their care.
- Staff are quick to assess children's individual developmental needs allowing them to make good progress with their learning and development.
- Children are happy and settled, allowing them to have a fun and enjoyable time at the setting.
- Children are keen and eager to share their views with others and staff promote this well, building on the children's confidence levels to speak out in small groups.

### It is not yet outstanding because

- The resources used, particularly at meal times, do not always fully support the specific needs of the youngest children to support their learning and well-being.
- Some routines do not run smoothly when children move between activities, causing some children to become restless.

## 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 the children's play and staff interaction, in the main playroom, playing field, and large hall.
- The inspector spoke with staff, the camp director, and the nominated person.
- The inspector examined documents including a sample of children's records, staff suitability, policies and procedures and the self-evaluation
- The inspector invited the camp director to carry out a joint observation.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Camp Beaumont Day Camp is one of several day camps run by Camp Beaumont Day Camps Ltd. It registered in 1995 and operates from within the grounds of Claremont Fan Court School in Esher, Surrey. Children have access to activity rooms within the school and the school's outdoor grounds.

The camp is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 15 children on roll in the early years age group. The camp is open each weekday from 8am to 6pm during school holidays, except Christmas. There are 15 staff members employed to work directly with the children; four of these staff who work with the children in the early years age group and two of these hold relevant early years qualifications at level 3. Staff also hold coaching and sports qualifications.

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

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

- review the use of resources available for the younger children, including at meal times, so they meet children's needs more effectively
- organise routines so they run more smoothly when moving between activities.

### Inspection judgements

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

Children are happy and settled and have their individual needs met by caring and supportive staff. Children in the early years age range each have their own key person. These staff are introduced to the children at the beginning of the week so they can get to know each other. A new system recently introduced to the camp clearly identifies each early years child by the stickers they wear. One has their names on them and the other is the child's key person. This allows the parents to also see who to liaise with during the camp. The children's key persons get to know the children quickly and adapt each of the activities in order to meet the children's individual needs. They staff have already built good relationships with their key children in a short space of time and are aware of their next steps of development within the camp. This allows children to settle in well.

During craft session staff promote the children's learning and development very well. They encourage the children to talk about their drawings and to describe in detail what they have drawn. Children eagerly talk to staff and explain their drawings. Staff praise the

children well for their work. This builds the children's self-esteem and their confidence. Staff encourage the children to write their names on their work, promoting children's early writing skills. Staff also support children to make their own paper aeroplanes. They show the children how to fold them in order for them to work and encourage the children to decorate the finished planes. This activity promotes the children's learning as they think about what they need to do to make the planes fly. It also promotes their physical development in folding the paper in different ways.

During story times, staff involve the children well with the story. They ask the children meaningful questions about the story and encourage them to join in. This gets the children to think about what they are doing and builds their confidence to talk in front of others. Staff change their tone of voice to make it exciting for the children. Staff also ask the children to read the titles of the books by sounding out the letters. This promotes the children's reading skills effectively.

A senior school is the base for the camp and so the tables the group uses are suitable for the older children. However, when the youngest of the children sit at these tables they are too low to see clearly the work in front of them. As a result, at times, including during meal times, they have to stand on the bars of the tables to see the tabletop. This does not fully promote the children's learning and well-being as they can get distracted with the task because of this.

Children enjoy dance warm-up sessions before they start the day. Staff play music and children follow instructions to the moves. The staff make sure the children move in different ways to warm up the different muscles before they start physical activities. This promotes children's physical development well.

Planning of sporting activities incorporates children's individual next steps of development. This enables children to develop at their own rate and they are all making good progress from their starting points from when they started at the camp. Staff complete observations and use this information to feed back to parents how the children are developing and progressing during their time at the camp. Staff use these to inform the staff at the next school holiday camp of where the children had reached with their learning and development milestones.

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

Staff support the children well in learning how to keep themselves safe. They participate in regular fire drills that allow the children to understand what to do in an event of an emergency. Children are also introduced to all the staff at the beginning of each week. This allows children to know who works in the camp. The camp director teaches the children the stranger danger rule. The children practise this so they know what to do to keep safe. This further promotes the children's safety in the camp.

Staff work well with the children to help them to settle in when they first start. They find out their likes and dislikes and use these to plan activities to meet each child's individual

needs. Activities are set out for the children for them to start playing immediately when they arrive with their parents. After the initial registration children then split into their relevant age groups to start their planned activities for the day. During the day the children have free choice sessions. This allows them to choose what they would like to play with and supports children's individual choice and nurtures their independence skills.

Children learn about exercise and healthy lifestyles through informal discussion over meal times. Staff work with the children and the parents so they have healthy choices at meal times. Staff also teach the children well about the importance of making sure they have plenty to drink, as the sports can make them thirsty. This supports children's well-being and health well.

During free choice the children work together to build an obstacle course out of soft play resources. They are skilled in moving the blocks around and know to put soft play mats either side to protect themselves. As the children climb, staff remind the children to look out to make sure the area is clear before they jump. This further enhances the children's safety.

As children move between some activities, there is sometimes a lengthy waiting period for them. Some children start to become restless as they wait, which has a minor impact on their behaviour. This also reduces the learning time for the children during the day. Staff have a good understanding of behaviour management and all are consistent in their approach with the children. Staff are highly skilled in supporting younger children and encouraging them in building up their confidence. Younger children have their self-esteem and confidence nurtured by the staff through the good use of praise and support. All children behave and work very well together. Staff support the children to be confident and speak out in front of others during group activities. This promotes the children's self-esteem and their confidence.

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

Leadership and management of the camp are good. The camp director and the nominated person have a clear vision for improvements to the camp. Recent changes have been made to improve the key-person system and the safeguarding policies and procedures. All staff have a strong understanding of child protection issues and how to safeguard the children in their care. Recent training has been on the changes to the camp's safeguarding policies and procedures. The staff meet all safeguarding requirements effectively. A further positive change in the camp is that all head office staff sign in and out of the premises when they visit. This allows the camp directors to be fully aware of who is in the building at any time. Robust risk assessments are in place for both the premises and for all outings the children undertake. Children are well supervised across all areas of the camp and when on outings. This further enhances the safety of the children.

Management implements a comprehensive range of written policies and procedures, including those for checking the suitability of staff and whistle blowing any safeguarding

concerns. The nominated person regularly updates these to reflect changes in legislation and these policies and procedures clearly underpin practice. Staff maintain ratios at all times with regular head counts to make certain all children are accounted for. The deployment of staff has a positive effect on the children's welfare, learning and development.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular supervisions during camp sessions. The camp directors have appraisals to assess their work and to look at further training opportunities. Staff attend regular training, through in-house courses at the start of all camp sessions, to enhance practice and promote children's learning and welfare. The nominated person has a clear understanding of the learning and development requirements and how these are to be implemented in the camp. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor the children's progress well. Staff meet on a regular basis to talk through the planning they are providing and the impact it is having on the children's learning and development. They adapt activities to make sure it keeps the children's interest and allows them to make progress with their learning and development. As a result, children make good progress in all areas of their learning.

Self-evaluation is strong and clearly shows the camp's key strengths and the areas staff are currently working on. The parents share their views and the camp director gathers the views of the children to shape the service. As a result, the service is responsive to its users.

Staff work closely in partnership with the parents to share relevant information. At the end of each session, the children take home a card, which records all the activities they carried out during the day. This allows the parents to see what the children have been doing. Staff liaise with the local schools the children attend. They try to find out the children's stages of development. This allows the staff to plan activities to meet their individual needs.

### **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>	122451
<b>Local authority</b>	Surrey
<b>Inspection number</b>	994455
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	140
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Britannia Learning & Leisure Ltd
<b>Date of previous inspection</b>	16/04/2014
<b>Telephone number</b>	07951 485422

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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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