

Super Camps at Griffin House School

Griffin House School, Little Kimble, Aylesbury, Buckinghamshire, HP17 0XP

Inspection date	17/12/2014
Previous inspection date	18/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 involve themselves enthusiastically in children's play, asking a wide range of skilful questions. This helps children to become active learners.
- Staff are proactive when promoting children's awareness of how to keep themselves safe.
- The management team demonstrates a clear drive for continuous improvement. It accurately identifies its strengths and areas to improve and promotes staff's personal development well through in-house training.

It is not yet outstanding because

- Staff do not always have a clear understanding of children's starting points. This means they cannot always fully build on children's interests and abilities from the start.

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 children's activities indoors and outdoors.
- The inspector undertook a joint observation with the area manager.
- The inspector had a discussion with the manager.
- The inspector took account of the views of some parents through written feedback.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Super Camps at Griffin House School first registered in April 2002 and is one of many holiday play schemes run by Super Camps Limited. It operates from Griffin House School in the rural village of Little Kimble, which is between the towns of Aylesbury and Princes Risborough in Buckinghamshire. The camp has access to the ground floor of the school; this includes classrooms for craft activities, a large hall for active games, a lounge and the staffroom. Toilet and kitchen facilities are also available. The children have access to the enclosed school playground for outdoor activities. The camp is registered on the Early Years Register and the voluntary part of the Childcare Register. Children attend from the age of four years up to 13 years. The number of children on roll varies but there are currently 26 children in total attending each day. The camp is open every weekday from 8am until 6pm during most school holidays. Staffing levels are adjusted in line with the number of children attending in order to meet ratio and qualification requirements. At the time of this inspection, there were four members of staff. The manager and early years leader held relevant level 3 qualifications. Two members of staff were unqualified.

What the setting needs to do to improve further

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

- enhance initial information gathered on children's interests and abilities, to help increase consistency in children's learning from their starting points.

Inspection judgements

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

The quality of teaching is good. Staff involve themselves enthusiastically in children's play, asking a wide range of skilful questions. They give children time and space to respond so that they can think for themselves. This helps children to become active learners as they develop skills to solve problems and confidence to explore new ways to do things. For example, through the staff's effective and skilful questioning, children learn how to fold the paper to help their windmills catch the wind easily. Children concentrate and engage in activities for long periods because staff play with them and spend time talking and listening to them. Staff promote children's language development well because they encourage children to play together and engage in conversations with them consistently. This also helps to support their social skills. This means staff support them well to return to school and for the next stage in their learning.

When children join, parents are given forms to complete about their children's interests. However, some children start with limited information on their current interest and abilities. Therefore, staff do not always have a clear understanding of children's starting

points. This means they cannot always fully build on children's interests and abilities from the start. Nevertheless, children settle in well because of the staff's caring and enthusiastic nature. Staff complete accurate observations on children's achievements. This helps them to plan future activities to meet the learning needs of all children. Staff share children's on-going achievements and their next steps in learning with parents regularly. This helps to build consistency in their learning during their time at the camp.

Staff have a good understanding of the Early Years Foundation Stage. They provide a wide range of exciting activities that support children's good progress. For example, staff encouraged children to go on a secret journey to help Santa find his missing sack of presents. Children used binoculars and enthusiastically joined in with the staff, as they searched the classroom. The staff then encouraged children to search outside. They climbed steps and ran over hills, lifting and looking under equipment. These types of activities help to develop children's physical skills well.

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

Children develop good relationships with their key persons and other staff. Staff support children to make friendships quickly, to explore all areas that they are able to play in and to ask them about things they would like to do. Some children only attend for a day or two, so staff are aware that they may be unsettled. Although staff do not always have a full understanding of children's starting points, they deploy themselves well to make children feel welcome. For example, staff sit with them during snack times to help them to socialise with other children. This helps children to settle in to the camp well. Staff are very good role models for children as they are highly committed to their work, speak clearly to children at their level and are consistent in their expectations. Staff manage children's behaviour effectively and they continuously praise children for good behaviour. As a result, children behave extremely well and show great respect for their friends, staff and their environment.

Staff provide a safe and clean learning environment for children. For example, through their detailed risk assessments, daily safety checks and close supervision of children, they put in place good safety precautions to minimise hazards. Through play and routines, children are developing a very good understanding of how they can keep themselves safe. 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 confidently repeat the instructions. Children contribute towards discussions and give examples of what helps to keep them safe. For example, they explain that they must not share their lunches with other children in case of allergies. Staff teach children their names and reassure them that they can come and talk to anyone if they have concerns or problems. This all helps to promote children's safety and feeling of security.

Mealtimes are sociable occasions when younger children have opportunity to mix with older children. Staff encourage children to be independent and take responsibility for their belongings as they collect their healthy lunches and drinks before meal times. Staff effectively encourage parents to provide a good selection of healthy options in children's

lunch bags. Staff promote children's health through good hygiene procedures, as they are encouraged to wash their hands before eating or visiting the toilet.

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

The management team and staff demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Rigorous recruitment and induction procedures are in place to check the suitability of staff and to ensure that they understand their roles and responsibilities. Staff have a strong understanding of safeguarding policies and procedures. They are fully aware of the possible symptoms of children at risk, and who to contact for further advice and support, if they have concerns. Staff carry out daily safety checks and activity risk assessments, which helps to provide a safe and secure environment. The manager and staff deploy themselves well. They use a walkie-talkie system throughout the day. They regularly complete headcounts of children and record this in a daily register. This all helps to keep children safe.

The management team demonstrate a clear drive for improvement. Staff's personal development is promoted well through in-house training. The manager effectively uses weekly staff supervision meetings, due to the short timescales they are working together. Area managers effectively carry out peer observations on staff performance because they do not always base the same staff at the camp each holiday. This helps them to identify support and further training needs. Even with short timescales, the manager makes continuous improvements to the service they offer children and families. She regularly consults with children to ensure that the activities reflect their needs and interests. The manager sends out questionnaires to parents after they have attended the camp and children have daily opportunities to feedback each day. Parents are kept well informed about their children's time at the club through a display board and the sharing of children's individual learning passports. This all helps to improve the quality of the provision they offer.

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	EY234509
Local authority	Buckinghamshire
Inspection number	993902
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	26
Name of provider	Super Camps Ltd
Date of previous inspection	18/07/2012
Telephone number	01235 832222

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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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