

# Super Camps Ltd @ Dean Close School

Dean Close School, Shelburne Road, Cheltenham, Gloucestershire, GL51 6HE

<b>Inspection date</b>	15/12/2014
Previous inspection date	26/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	Met
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are comfortable in their surroundings and are generally well occupied and happy. They make friends quickly and understand the rules of the setting.
- The safeguarding requirements are met adequately, which helps to promote children's well-being satisfactorily.
- Partnerships with parents are satisfactory and relevant information is shared with them when they collect their child.

### It is not yet good because

- Key persons do not have sufficient information to ensure that all children's individual needs are met from the start. As a result, activities tend to be adult-led and children are given limited choices.
- When playing outside, staff do not always ensure that children have easy access to drinking water to promote their good health.

## 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 activities in the rooms and outside areas.
- The inspector conducted a joint observation with the divisional manager.
- The inspector had discussions with the staff and children.
- The inspector checked the evidence of suitability of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the policies and procedures.

## Inspector

Hilary Tierney

## Full report

### Information about the setting

Super Camps Ltd.@ Dean Close School registered in 2004. The camp is registered on the Early Years Register and the voluntary part of the Childcare Register It is one of several holiday camps run by the company and operates from senior and junior school premises at Dean Close School on the outskirts of Cheltenham, Gloucestershire. The camp is open each weekday during all school holidays. The group takes children from aged three years to eight years of age. Older children aged up to 14 years, may also attend. All children share access to secure outdoor play areas and there is also a swimming pool. Currently there are 750 children on roll, of whom 10 are in the early years age group. Staff are recruited for each holiday period. A team of qualified and experienced staff work with the children. They are supported from the head office of Super Camps Ltd.

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

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

- improve the key person's role so that they gain information about children's abilities when they start in order to plan activities which fully meet their needs.

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

- provide children with more freedom of choice during activities to develop their independent learning skills
- improve children's access to drinking water when outside and when they are taking part in physical exercise.

## Inspection judgements

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

Staff have a suitable understanding about their role and how to offer activities to help children in their development in line with the requirements for holiday care. Although there is no requirement to carry out observations on young children that attend, staff record basic observations to help them plan activities around children's development.

Children are suitably occupied and make friends quickly. The children are divided into age groups, so that young children are able to take part in a range of activities appropriate for their age. The sessions are planned by staff and tend to be specifically timed, adult-led

activities. This results in children having a limited choice of what they would like to take part in. For example, when playing outside, children took part in an adult-led activity of ball games. Then, children were given the opportunity to play on the large physical play equipment. However, just as children were beginning to enjoy this activity, the member of staff told them it was snack time and they must go in. This organisation means that children's play is not able to develop naturally. When outside, most children enjoy taking part in ball games. However, if children do not want to take part, no alternative is offered and they have to sit and watch until it is time to come inside. This means that younger children are not encouraged to develop freedom of choice during activities and are not able to follow their own interests and ideas.

Generally, staff talk to children and engage them in conversations well; for example, when children talked and laughed with the staff about their drawings of animals and castles. This helps to promote children's communication and language skills appropriately. Most staff interact with children with interest and enthusiasm. However, at times, some staff direct children in activities so the outcome is what they expect, not what the children want. For example, during a craft activity, staff told children they must use black crayons for the snowman's hat and eyes. When young children put the snowman's nose on the card, they were told that it was not correct and they would be shown how to do it properly. This does not encourage children's freedom of choice or ability to develop their independence and imagination.

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

Generally, children demonstrate they are comfortable in their surroundings. They are well behaved and understand the rules of the setting. This is because, at the beginning of the session, the manager of the group reminds them of the rules and what to do if there is a fire. Children confidently recall what to do and also help the new children to understand the rules. This helps children to develop an understanding about risks and how to deal with them. Children demonstrate they feel secure and safe at the group. Resources are, in general, accessible for children. Children are encouraged to tidy up resources before moving to the next activity.

Young children are put in a group with a dedicated early years leader, which helps to develop children's confidence and enables them to become familiar with the setting. This results in children being able to develop a secure attachment with the member of staff. The key person knows the children adequately and meets most of their needs. However, little information is gathered from parents about children's abilities, such as whether they are able to use scissors or write their names. As a result, activities sometimes lack challenge and some younger children get bored quickly. Children have access to the outside areas during the planned physical activities. However, staff do not promote children's awareness of healthy lifestyles adequately because they do not ensure that drinks are taken outside for children to access easily when they take part in physical exercise.

Children learn about healthy personal hygiene procedures through clear guidance from

staff. For example, staff remind children to wash their hands immediately when they come in from playing outside. When inside, children have easy access to their drinks or extra drinking water, which is provided in the play rooms. All ages of children sit to eat lunch and snacks together; this is a social time and children chat happily with the staff about what they have done or are going to do.

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

The staff and management are aware of their roles and responsibilities in the group and how the requirements are met within the holiday club provision. Staff have training sessions at the site, so they are aware of the activities they will be providing during the play scheme. Clear recruitment and induction procedures ensure all staff are suitable to work with children. Security of the premises is suitable. Visitors' identification is checked and a password system is used in the event of someone arriving to collect a child that the staff may not have seen previously. Staff are clear about the procedures to follow should they have any concerns about children in their care or the behaviour of any adults. There are clear policies and procedures and risk assessments that contribute to the smooth running of the setting.

There is a clear management structure and regular observations on staff are completed by the manager or the divisional manager. However, at the time of inspection, they had not yet identified that too many activities for younger children are adult-led. Through regular appraisals and peer observations, management identify staff training needs to help with their professional development and improve the quality of the setting.

The partnership with parents is sound. Staff gather detailed information about children's care needs, such as emergency details. Parents are able to have a daily discussion with staff when they collect their children. Children attend from a wide variety of schools and so there is limited information about their learning and development when they start. However, staff do not make consistent efforts to gather information about the abilities and learning needs of young children unless they have special educational needs and/or disabilities. As a result, there are times when staff are unsure if a child is capable of completing a task, such as using scissors confidently.

The new divisional manager and group manager are working hard to improve the care provided at the provision and, through self-evaluation, are aware of the setting's strengths and weaknesses. As a result, they plan to introduce new information books to request more detailed information from parents before children start and understand the need to complete observations on staff to drive improvement in practice.

### **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

<b>Unique reference number</b>	EY287474
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	993943
<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>	32
<b>Number of children on roll</b>	750
<b>Name of provider</b>	Super Camps Ltd
<b>Date of previous inspection</b>	26/07/2012
<b>Telephone number</b>	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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