

Super Camps at The Perse Preparatory School

Perse Preparatory School, Trumpington Road, CAMBRIDGE, CB2 8EX

Inspection date	15/12/2014
Previous inspection date	19/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 high expectations of the children. They provide challenge that successfully promotes their learning and physical development.
- Partnerships with parents and others are successful and ensure children get the support and continuity of care and learning they need.
- All staff have a good understanding of their responsibilities for protecting children. Robust child protection procedures are implemented in practice to make sure children are safe and protected from unsuitable adults.
- The manager and staff are diligent in monitoring and reflecting on their practice. This makes sure that the club continues to deliver very good development opportunities for children, as well as meeting the childcare requirements of their parents.

It is not yet outstanding because

- The club does not currently take full advantage of chances to explore natural resources. This impacts on children developing a broad understanding of the natural world in which they live and play.

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 spoke with the area manager, manager, staff and children, at appropriate times throughout the inspection.
- The inspector observed activities in areas used by the children.
- The inspector carried out joint discussions with the area manager, in relation to making observations of the children's play, learning and progress.
- The inspector saw written feedback from parents and carers, about their view on the service provided.
- The inspector looked at a selection of policies, procedures and relevant documentation, including the suitability checks currently in place for all members of staff.

Inspector

Lynn Clements

Full report

Information about the setting

Super Camps at The Perse Preparatory School is one of a large number of holiday schemes operated by Supercamps Limited. The setting was registered in 2009 and is on the Early Years Register and the voluntary part of the Childcare Register. The setting operates from the Perse Preparatory School in Cambridge. Children have access to enclosed outdoor play areas. There are currently 20 children on roll, of whom six are in the early years age group. The setting is open from 8am until 6pm, Monday to Friday during school holidays. Four members of staff work with the children. Of these, two hold Qualified Teacher Status and two hold a relevant qualification at level 3. One of these staff members is working towards Qualified Teacher Status.

What the setting needs to do to improve further

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

- expand further support for children's emerging investigation skills by extending the provision of natural resources in the outdoor and indoor environments so that they are offered rich learning experiences.

Inspection judgements

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

The manager and staff take time, prior to placement, to read information, supplied by parents, relating to the children's individual learning abilities. This enables them to understand each child's particular interests and capabilities. The compiled information is used well, to inform planning and enable staff to build on what each child knows and can do. In addition, they are able to plan and provide positive learning opportunities through fun activities. As a result, staff know children well and in turn, the children clearly feel welcome, settled, and happy to engage. The holiday club is on a school site and as a result, some of the staff from the school work within the holiday club provision. This currently includes the manager. This provides further opportunities in relation to partnership with families and affords good continuity of challenge for the children, based on what they already know about them. It also enables staff to provide one-to-one support where this is essential in helping a child. Staff observe children in order to provide them with additional support, if a gap in their development is identified. As a result, children are acquiring the skills, attitudes and dispositions they need to have fun within the holiday club and continue learning as they play.

Children enjoy a good range of activities, which enable them to extend their interests and understanding. They access resources easily, such as creative media. This helps them to explore their artistic side and develop their skill and imaginations as they engage in drawing, painting, and model making. Children enjoy being active and quickly become

engrossed in small and large group activities, both inside and outside. Children enjoy playing team games where they take part in robust physical movement. This allows them to learn about working in a team and to follow set rules and instructions. These opportunities also enable children to extend their language and communication skills in a positive and familiar manner. Children enjoy the outdoor facilities where they begin to explore the natural environment. Staff support their investigations well. However, children do not consistently have access to a broad range of natural resources outdoors in order to extend further their learning and understanding of the wider world. Children communicate with confidence and at quieter times, they enjoy reading and looking at books as they relax. This supports their learning at school.

Children engage with and enjoy the activities available. Staff make observations of them as they extend and build new skills. They encourage them to share their ideas. This provides staff with an understanding of how to improve and develop activities in order to continue to capture each child's interest and participation. This means that the children continue to have a club where they feel they belong, and where they can share their ideas in a constructive and caring environment. The club website, onsite posters and daily activity diaries, provide parents with ongoing information about what their children are exploring and enjoying. This provides parents with a valuable source of ideas about activities they can extend and have fun with their children at home.

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

All staff are considerate and caring to the children. Through established lines of communication, relevant information is shared about the specific medical, dietary, or religious needs they child may have. Key-person groups are organised and, within these, the staff take time to learn about those children in their group. This enables staff to support each child well and build positively on their personal, social, and emotional development. As a result, children become more confident and are able to make the move between school and the holiday club in a self-assured manner.

Staff take the time to organise the club, providing children with access to a variety of resources stored at child height. This helps the children to develop independence and build their self-esteem and positive attitudes. Children move freely and safely between the outside and inside environments. In addition, they are confident and competent in meeting their own needs, for example, washing their hands at relevant times and making selections from their snack and lunch boxes. Staff support children to develop their understanding about leading healthy lifestyles. They talk with them about the importance of food for fuelling their bodies and water to hydrate them. This contributes to the children's understanding about how to stay fit and healthy in the future. Parents' support the holiday club's ethos in relation to healthy eating. They provide their child with balanced and nutritious snacks and lunches, which in turn give the children energy to make the most of their play.

Opportunities for each child to build on and extend their developing physical skills are good. Children enjoy and benefit from abundant amounts of fresh air and exercise. They enjoy using large and small equipment which assists them to increase their coordination,

balance and dexterity. As children move they increase their spatial awareness, helping them to become more aware of objects and people around them. They develop an increasing ability to judge distance, helping them to stay safe, as they avoid accidents and bumps between equipment and each other. Behaviour is good, with the children showing kindness and consideration as they join in team games and take turns amicably.

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

The manager and staff have a clear understanding about safeguarding children. They know what action to take if they have a concern about a child in their care. Paediatric first-aid training is undertaken by all staff working with the children. This enables them to respond immediately in the event of an accident. Risk assessments are in place and the manager is proactive in identify any new potential hazards. For example, when additional work personnel arrive to undertake routine maintenance, an alternative route, to avoid where they are working, is taken between the various activities. This contributes to keeping children safe from adults who have not completed Disclosure and Barring Service checks. The manager and staff clearly demonstrate that they understand and meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager has addressed the recommendations raised at the last inspection and this has had a positive impact on the children. For example, relevant records are now accessible and stored securely; the safeguarding policy is now updated regularly; potential hazards are now clearly identified and children have access to a larger range of relevant activities.

The manager pays good attention to the continuing professional development of staff. This means that competent staff, who know how to extend learning and development, work with the children providing activities which help to build on and embed existing learning. Currently all staff hold relevant qualifications, including Qualified Teacher Status. The manager and staff undertake regular evaluation of the club. They talk with parents on a daily basis and listen to their ideas and suggestions. Children too are encouraged to share ideas as part of the ongoing evaluation process. For example, they actively share information about what they would like to explore within their club. This information is used well to support continuous improvement and growth.

Partnerships with parents are good. This is because staff from the school also work within the holiday club and, therefore, they know the majority of the children and their families extremely well. Information between all parties supports stability of care and learning. For example, staff within the club know where children may require additional support, such as confidence building or with listening and speaking skills. Parents report how happy they are with the holiday club. They speak highly of each member of staff and the manager and say that they are very approachable. In addition, parents state that they would recommend the club to other families without hesitation. They feel their children are safe and well cared for.

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	EY391983
Local authority	Cambridgeshire
Inspection number	992052
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	20
Name of provider	Super Camps Ltd
Date of previous inspection	19/08/2009
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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