

Super Camps @ Whitgift School

Whitgift School, Haling Park, SOUTH CROYDON, Surrey, CR2 6YT

Inspection date	22/12/2014
Previous inspection date	24/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 safeguard children very well. They effectively risk assess the environment to ensure they remove hazards so that children play safely.
- Staff have a secure understanding of the procedures for dealing with child protection issues, including providing child-friendly information so that children can manage their own safety.
- Key persons build up strong bonds and good relationships with children and as a result, children are happy and they settle quickly into the club.
- Staff are committed to improving the provision for children, and they do this successfully through training, reflective practice and by completing their self-evaluation form.
- Staff gather comprehensive information about children's learning and development needs, so that children achieve to the highest level.

It is not yet outstanding because

- Staff do not always provide children with a broad range of resources to support their learning through play effectively.
- Staff do not maximise children's independence by ensuring consistency in opportunities to make choices and help themselves.

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 different activities throughout the day.
- The inspector spoke with regional manager, the manager and staff at appropriate times throughout the inspection.
- The inspector looked at planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children. She discussed the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection and from information provided in parental surveys.

Inspector

Marvet Gayle

Full report

Information about the setting

Super Camps @ Whitgift School registered in 2007. It is a multi-activity day camp facility and operates from Whitgift School, Purley, in the London Borough of Croydon. The camp is one of many which are organised by Super Camps Limited. The camp operates most school holidays and is open Monday to Friday from 8am until 6pm. Facilities used by the camp consist of the school's sports halls, classrooms, tennis courts, fields and swimming pool. The camp is registered on the Early Years Register and the voluntary part of the Childcare Register. Daily attendance numbers vary. At the time of inspection, seven children are on roll in the early years age range. The provider employs sufficient members of staff to maintain ratios. The majority of staff hold appropriate sporting or teaching qualifications. Additional specialist staff are employed as necessary. At the time of inspection, three main staff were working with the early years children and all held relevant qualifications at level 3 or above.

What the setting needs to do to improve further

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

- develop the range of resources available to the children to enrich their learning and enjoyment throughout the day
- enhance children's independence by ensuring easy access to resources at all times, consistently encouraging children to try and have a go, supporting them to achieve and maximise their learning.

Inspection judgements

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

Staff have a secure understanding of how young children learn and they plan a wide range of activities across all areas of learning. Consequently, children have good opportunities to learn through fun play experiences. However, resources are not always plentiful, which does not help children become fully motivated to join in activities, enhancing their enjoyment. At the inspection, children took part in activities, such as art and craft and making snowman, which involved them in talking and sharing ideas about different sizes. The staff supported them well to make decisions about the shape of their snowman, and whether to make two- or three-dimensional shapes. These activities effectively build on the skills children are developing in school, in regards to promoting their creative and mathematical development. Staff's active involvement in children's play, and their positive interactions, means that they ensure children have the confidence to engage in conversation with others. For example, children are eager to share with each other about

what they are going to be when they grow up.

Effective organisation of activities provides good opportunities for children to be included. Furthermore, planning of activities fully incorporates children's likes, interests and ideas. Consequently, children enjoy taking part in activities they want to do. For example, children who do not take part in swimming enjoy creating different models with bricks. They use their imaginations when drawing characters they know, while those taking part in swimming eagerly join in the games they play. These experiences provide good opportunities for children to express their own ideas, creativity and talk about what they are doing. Staff provide good opportunities for children to positively talk about differences. Through celebrating different cultural events and festivals, the children develop a good understanding of the seasons, beliefs and values of others living in their community.

Staff have good relationships with parents. Key persons talk to parents on a regular basis about the activities their children enjoy. Parents give information about their child when they first start at the club. This provides good opportunities for staff to learn about children's care needs, likes and interests. Staff use this information effectively to plan further activities children enjoy. This leads to a good partnership with parents and promotes a common and shared approach to supporting children, which is highly successful.

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

Staff have good relationships with children. They are cared for in key-person group, who work closely with the children throughout their time at the club. This ensures that the children are able to build strong bonds and relationships with others. Staff use settling-in visits to get to know children and use information from their application forms to provide continuity in their care. As a result, children soon become familiar with their new surroundings, and this means they settle quickly and feel comfortable.

Staff are well deployed around the club and this contributes to them supervising and engaging effectively with children. They have clear rotas to ensure they are fully aware of their roles, such as who is responsible for which group of children at different activities. Consequently, the sessions run smoothly, and this provides a calm and relaxing environment for children to play in. Staff allow children to make choices and dress themselves for swimming. However, this is not consistent throughout the day as staff do not use all opportunities to maximise children's independence. For example, staff carry out tasks, such as squeezing paint out for children and pouring drinking water for them.

Staff make good use of daily and ongoing risk assessments to ensure the premises and equipment are safe and suitable for use. Children have a good understanding of how they can keep themselves safe. Staff remind children and clearly explain how to keep themselves and others safe in the pool. They hold the doors open so children can move safely from one area of the building to the next. In addition, children are encouraged to take part in tidying up after each activity, minimising the risk of hazards.

Staff support children effectively to have positive relationships with each other. For example, children learn to share and take turns through games so that they play cooperatively with their friends. They also have opportunities to be with the older children outdoors, at snack and lunchtimes. Staff calmly explain to children what is happening next, where they need to be and why, which helps them to understand changes. The staff praise children's achievements, efforts, and listen when children speak to them. As a result, children behave well; they understand right and wrong and have high self-esteem. This builds on their skills and learning in school regarding their personal, social and emotional development.

Overall, staff successfully promote children's health and well-being. Staff ensure parents provide a good range of healthy snacks and packed lunches daily to meet children's needs. Staff ensure parents understand the importance of a balanced diet by monitoring packed lunches. This also helps children learn about the importance of making good food choices. Furthermore, through everyday routines, such as hand washing, children adopt effective hygiene practices and develop good self-care skills. Staff make effective use of the indoor space so that children can be active throughout the day. In addition, children have access to the outdoor areas, where they can engage in a wide range of physical activities. This supports their high levels of enjoyment in leading a healthy lifestyle.

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

Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their role in safeguarding children, such as dealing with child protection concerns. All staff complete safeguarding training. This means they have a secure awareness of the potential signs that may indicate a child is at risk and the procedures for reporting concerns. Children speak confidently to staff who listen attentively, which helps them feel safe. These arrangements significantly contribute to safeguarding children. Staff maintain all required documentation, and implement effective policies and procedures to ensure they keep children safe. Effective recruitment and vetting arrangements ensure that staff are suitable to work with children. All staff complete a detailed induction programme, which means they understand their roles and responsibilities in implementing the camp's policies and procedures. Furthermore, all staff sign a declaration about the importance of reporting changes, such as convictions, disqualifications or cautions. This enables management to monitor and assess staff's ongoing suitability to work with children.

Staff have extensive experience of working with young children. As a result, they understand their role in supporting children to learn through fun play experiences. Staff have regular supervision sessions and appraisals, where they have good opportunities to discuss their performance. This supports a well-established programme of professional development and helps to improve the provision for children. Management and staff understand the importance of monitoring and evaluation to improve the provision for children. They welcome comments from parents and children to help them reflect on what can be improved to promote children's enjoyment and their time at the club. In addition,

the management team takes steps to respond to any concerns raised to ensure children's safety. For example, management are in constant discussion with the school about taking further effective measures to ensure children's safety when opening and closing the doors.

Staff have good relationships with parents. Discussions with a selection of parents and children on the day of inspection, established that they are happy with the service. Parents say their children are safe and that staff work with them to promote consistency for children. Children say they are happy, have fun at the club and make many new friends. A detailed policy file, discussions, notice boards and newsletters ensure that parents receive good information about the service and activities children experience. Staff understand the importance of working with external agencies if children need additional support or help in their learning to meet their needs.

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	EY347563
Local authority	Croydon
Inspection number	993969
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	27
Number of children on roll	36
Name of provider	Super Camps Ltd
Date of previous inspection	24/07/2012
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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