

Super Camps at Talbot Heath School

Talbot Heath School, Rothesay Road, BOURNEMOUTH, BH4 9NJ

Inspection date	22/12/2014
Previous inspection date	20/12/2011

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		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider has not ensured that staff understand the camp's safeguarding policy and procedures, so not all staff know how to recognise when children's welfare may be at risk and the steps to take if abuse or neglect is suspected. This places children's welfare at risk.
- The provider does not ensure that children are always supervised, including when outside, and that the premises are secure. These weaknesses place children's safety at risk.
- Staff do not always manage children's behaviour in a suitable and consistent way, so children sometimes behave inappropriately.
- The provider's evaluation and monitoring systems do not work effectively to identify significant weaknesses in the provision in relation to the safeguarding and welfare requirements.

It has the following strengths

- Staff plan a suitable range of physical experiences incorporating sports and outdoor games, as well as creative activities indoors, which most children enjoy.

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 completed a joint observation with senior management and discussed the findings.
- The inspector completed observations of staff and children in the main playroom and the outdoor area.
- The inspector spoke to parents, staff and children to gain their views.
- The inspector reviewed documentation including some policies and procedures, staff records, accident records, registers and children's records.

Inspector

Lorraine Sparey

Full report

Information about the setting

Super Camps at Talbot Heath School registered in 2011. It is part of a national chain that operates holiday playschemes. The camp operates from Talbot Heath Junior School and children have access to the nursery rooms, playground, sports hall, swimming pool, playing fields, the grassed areas on the grounds of the site, and two art classrooms in the senior school. The camp offers multi-activity camps that include arts, sports and crafts. Super Camps is registered on the Early Years Register and the voluntary part of the Childcare Register. Children attend for a variety of sessions. There are currently 22 children on roll; of these, two are in the early years age group. The camp opens on week days during school holidays from 8am until 6pm. A total of three members of staff work with the children, although staff numbers vary to meet ratios dependant on the number of children attending. The staff member working with the early years children holds qualified teacher status.

What the setting needs to do to improve further

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

- ensure all staff have sufficient knowledge of the club's safeguarding policy and procedures, including how to recognise the signs of possible abuse or neglect and that they know what to do if they see such signs
- ensure children's safety by deploying staff more effectively to supervise the children and those accessing the premises at all times, including when outside and during times when the main door is unlocked
- develop a suitable, consistent approach to managing children's behaviour to enable them to learn right from wrong.

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

- devise systems to monitor and evaluate the provision to make sure that all aspects of the safeguarding and welfare requirements are met.

Inspection judgements

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

Children enjoy coming to the club and engage in a range of suitable activities. During these activities, they are encouraged to work together, to cooperate and to use their imaginations. Children have some choice of what they want to do. For example, they chose to build their own Christmas models using bricks. Staff encouraged any new children to join in by giving suggestions and encouraging them to think about what they might make. Most children enjoyed the activity and made a range of models, from Father Christmas in his pyjamas to Christmas puddings. Staff supported children's learning by asking suitable questions that encouraged them to think. Children had time to complete their models to their satisfaction. At other times, staff encourage children to draw, play card games or go for walks in the school grounds. When outside, children experience a range of enjoyable activities, such as bird watching, team games and playing in the woods.

Staff plan activities that are appropriate for children's stages of development. They encourage children to try new activities. They seek to reassure less confident children, for example, suggesting that they can use the roller carts and have fun. With gentle encouragement, all children participate and the majority thoroughly enjoy this activity. At other times, however, children quickly lose interest in what staff offer, and wander off to find something else to do.

Staff gather some information about children's individual needs and interests, largely relying on parents to provide any information about specific skills with which they feel their children need help. Staff work on such areas, providing fun activities that help children make progress. Staff keep parents informed of how their children are progressing. This means that when children attend for a couple of sessions only, parents and the school staff still have some information about what each child has been doing while at the camp.

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

Children's safety is compromised because staff are not clear about their roles and responsibilities in safeguarding children. There are times when staff do not communicate effectively with each other and they are unclear as to who is supposed to be supervising the children. This results in staff leaving children unsupervised, including when outdoors on a large school site, which is not fully secure. Additionally, staff leave the front door open at the start of the session. Although staff can usually see from the main play room, this arrangement does not help staff monitor children accessing the toilets or the adults entering the premises during busier periods at handover time. These significant weaknesses place children at significant risk.

Staff encourage children to talk about safety rules, such as not crossing the road without an adult. They teach the children the camp's rules, and children know they must not use mobile phones or computer tablets. Children's behaviour is usually appropriate to their stages of development. However, staff are inconsistent in managing unwanted behaviour because they do not follow the stipulated procedures. For example, at snack time, children played with their food, rolling fruit across the floor and a staff member told them, 'Not to

be so silly'. This response does not help children to learn right from wrong.

Staff promote healthy lifestyles. They remind children regularly to have drinks, particularly when they are involved in active sports and games. They support children's physical development well. At different times of the year children, use the swimming pool and tennis courts to practise such physical skills. Children learn to take turns when participating in ring games, or when playing with a parachute. They use a variety of equipment that enables them to use their bodies in different ways.

Staff create a welcoming environment for children. At times during the day, children make choices in their play such as at the beginning of the session, after lunch and at the end of the day. At other times, they participate in structured activities, but sometimes children are not inclined to join in. Each child has a designated person to take special care of them, with whom good relationships form. This arrangement helps children settle in.

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

The provider does not ensure that management and staff implement the safeguarding and welfare requirements effectively, which compromises children's safety. Although there is a safeguarding policy, staff are not sufficiently clear about their understanding of their role and responsibilities in protecting children's welfare. Not all staff know what constitutes a concern for children's welfare, including the possible signs and indicators of abuse and neglect. Staff lack knowledge of the appropriate action to take in such circumstances. In addition, staff do not supervise children adequately at all times, including during outdoor play. These significant weaknesses place children at risk.

The provider's safeguarding policy and procedures cover the use of mobile phones, and staff know they do not use these while with the children. There are clear recruitment and background vetting procedures undertaken by the Supercamps head office to make sure that staff are suitable to work with the children. Management complete supervision checks on the staff. Staff have opportunities to attend training to help them in developing their teaching skills, particularly when using special equipment, such as that for archery. However, monitoring methods and evaluation systems do not identify weaknesses where staff are not meeting legal requirements. For example, leaders do not ensure that staff implement the behaviour management policy consistently. The requirements of the Childcare Register are not met. There are some suitable systems to monitor and evaluate the provision. For example, senior management complete regular checks of the provision to assess how well they are meeting the children's needs.

Staff build positive relationships with parents. Parents receive information from the camp's head office that covers all aspects of the provision when they register their children. Parents are clear about what documentation they need to complete to enable staff to look after their children. Parents report that their children enjoy coming to the camp and participating in the physical activities. Staff tell parents when they collect their children how they have been during the day. At the end of the holiday scheme, staff give parents

their children's early years record which they can share with the school. This supports a consistent approach to children's learning.

The Childcare Register

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that every person caring for children is alert to any indications that a child may be suffering from harm (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	EY430908
Local authority	Bournemouth
Inspection number	993919
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	22
Name of provider	Super Camps Ltd
Date of previous inspection	20/12/2011
Telephone number	01235 832 222

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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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