

Super Camps at Trinity School



Trinity School & Performing Arts College, Love Lane, Shaw, NEWBURY, Berkshire, RG14 2DU

Inspection date	28 May 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The holiday club offers children a welcoming, inclusive and friendly environment. Staff are approachable and children have good relationships with them.
- Staff take time to find out about the children. They gather this information from parents, and assess any additional needs children have, including any concerns shared through school. This has a positive impact on how the staff are able to meet children's needs, understand their interests and enable children to try new activities.
- Children benefit from a broad range of resources both indoors and outdoors. These activities are planned well and enable children to freely choose their play and join other children of similar ages for team games and activities.
- Children behave very well throughout the day. They understand the routines of the day and staff expectations.
- Staff have an effective understanding of the Early Years Foundation Stage. They implement a range of policies and procedures securely. These enable staff to keep children safe, and promote their health and well-being.
- Staff are reflective about their practice. They seek the views of parents and children, and are therefore evaluate their practice well.

It is not yet outstanding because:

- Staff offer less frequent opportunities for children to talk about their own experiences, to encourage further children's confidence in sharing what they know with others.
- On occasion, staff miss chances to reinforce with children how to assess risks for themselves such as when transferring from different areas of the school grounds.

What the setting needs to do to improve further

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

- promote children's confidence in speaking about their own experiences of the wider world
- develop further children's awareness of how to keep themselves safe and assess safety risks for themselves.

Inspection activities

- The inspector observed children in their play and during their interactions with staff.
- The inspector spoke to children and staff.
- The inspector met with the manager and regional director and discussed how the holiday club plans for children's continuity of development in relation to the care they receive from schools they attend.
- The inspector sampled the holiday club's documentation and children's records.
- The inspector conducted a joint observation with the regional director.

Inspector

Aileen Finan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan well for children and use information from their weekly diaries, called 'passports', to find out about children's interests and what they enjoy taking part in. This information informs future planning. Children enjoy a broad range of activities and are motivated and eager to join in. Enthusiastic staff support children's self-awareness. They offer children encouragement to try things and this boosts their self-esteem. For example, as children learn circus skills to perform to their friends. They confidently pretend to be a lion tamer or lion, acrobat or ringmaster, and they learn to juggle and design posters for the circus. However, although staff encourage children to try new things, staff do not always extend the activity further; for example, encouraging children to talk about their own experiences, such as when they visited a real circus or their thoughts on the clown. Nevertheless, staff interactions positively complement the ways children are learning through the other early years settings they attend.

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

Children have warm relationships with the staff and show they feel emotionally secure. Staff promote children's physical development very well through regular opportunities for play, both indoors and out. Children benefit from fresh air and exercise while at the same time developing their coordination skills. Children are learning to work together with others as a team. This develops their confidence, as well as understanding the rules of games through their listening and attention. Staff promote children's awareness of self-care skills and healthy lifestyles. Children are independent in making decisions and looking after their personal items. They are learning to consider their own safety when taking part in activities. However staff, on occasion, do not make the most of opportunities to enhance this further. For example, by helping children to develop their own assessment of risks when moving between the different aspects of the environment and crossing minor roads.

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

Staff safeguard children well. They regularly assess risks and are confident in their understanding of child protection matters. They understand the procedures to follow should they have a concern about a child. Staff use mobile devices appropriately to keep in touch with one another when in different areas of the school. The majority of staff hold valid paediatric first-aid certificates and know how to deal with a medical emergency. Effective practice is in place to record any accidents, medication administered and children's attendance. Systems for recruitment and vetting are robust. Staff benefit from regular training opportunities, coaching and support through supervision. This has a positive impact on the outcomes for children.

Setting details

Unique reference number	EY461082
Local authority	West Berkshire (Newbury)
Inspection number	938227
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 14
Total number of places	36
Number of children on roll	100
Name of provider	Super Camps Ltd
Date of previous inspection	Not applicable
Telephone number	01235 832222

Super Camps at Trinity School registered in April 2013. It offers holiday play schemes for children from age 4 to 14 years. It operates from within the buildings and grounds of Trinity School & Performing Arts College, Newbury, Berkshire. The camp is open each weekday, during school holidays. There are three staff, of whom one holds a sports qualification and two hold Qualified Teacher Status.

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