

# Super Camps @ Truro School Preparatory School

Truro School Preparatory School, Highertown, Truro, Cornwall, TR1 3QN



<b>Inspection date</b>	31 July 2015
Previous inspection date	26 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff share good information with parents to establish each child's starting point, individual needs and abilities. This helps staff to settle children and provide a wide range of enjoyable learning experiences.
- Children's communication and language skills are good. They listen attentively, follow instructions and express themselves confidently and clearly.
- Staff share good information with other provisions that children attend to help children move effortlessly between settings.
- Recruitment and vetting procedures are robust and management monitors the ongoing suitability of staff effectively.
- Staff teach children how to identify and manage everyday risk, such as behaving responsibly in the swimming pool area. As a result, children learn to keep themselves and others safe.
- Staff attend regular training, such as safeguarding, first aid and behaviour management. This helps them to promote children's safety and well-being successfully.

### It is not yet outstanding because:

- Staff miss some opportunities to extend children's learning because they do not fully involve children in planning and resourcing activities.
- Management does not always monitor staff performance frequently enough to help identify areas of practice to improve on and benefit children's learning experiences.

## What the setting needs to do to improve further

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

- involve children in the planning and organising of activities to help fully prepare and consistently challenge them in their play
- increase the frequency of staff supervision, monitoring and support to help identify areas of practice to improve on and benefit children's learning experiences.

### Inspection activities

- The inspector engaged in discussions with children, parents and staff.
- The inspector viewed the premises, toys and equipment.
- The inspector observed interactions between staff and children.
- The inspector and manager undertook a joint observation of an activity.
- The inspector sampled documentation and children's records.

### Inspector

Jayne Pascoe

## Inspection findings

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

Staff have a secure understanding of how children learn and develop through fun activities. They interact positively to encourage children's creative play, for example, by suggesting ideas for how to make items of clothing out of bin bags. Children enjoy this and make a range of headwear, accessories, skirts and shorts. They take part in a fashion show to celebrate their achievements with others. Children's progress during their time at the provision is good. Staff record details in their personal passport to monitor progress. This helps staff and children to share information with parents to support home learning. All children manage their own personal care needs well. Children are inquisitive and keen to learn. They share, take turns and cooperate successfully to maintain harmonious play. These key skills support them well for their continued and future learning.

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

Children form a secure attachment to their key person. They enter the provision enthusiastically and separate easily from their parent. Since the last inspection, staff have improved systems for settling new children. They greet children and parents warmly. Each morning begins with a welcome session during which children who have attended before explain to the new children how they can keep themselves safe and who to ask for help if necessary. Children behave very well and are polite and kind to one another. Staff prepare children well for the day ahead and encourage them to take responsibility. The positive relationships and effective procedures promote children's well-being, meaning they are confident and independent. Between activities, staff provide children with regular breaks to refresh themselves and relax with their friends. Children have use of the well-resourced school premises, including the sports hall, swimming pool, outdoor play areas and woods. Staff promote children's all-round development well as they explore, investigate, relax, run, climb and swim under close adult supervision.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They are confident to follow the local safeguarding procedures if they have concerns about a child. Staff promote children's safety and security well, and they teach children to keep themselves safe from harm. Positive links with other practitioners and agencies contribute well to meeting children's needs. Staff share information effectively with parents to maintain continuity of care and learning. Children make good progress because staff provide opportunities for them to try new experiences and build on existing skills. Self-evaluation helps staff to identify some areas for improvement, such as increasing opportunities for children to keep a record of shared experiences.

## Setting details

<b>Unique reference number</b>	EY332971
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	993963
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	120
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Super Camps Ltd
<b>Date of previous inspection</b>	26 July 2012
<b>Telephone number</b>	07758 589822 01235 832222

Super Camps @ Truro Preparatory School is one of 80 multi-activity playschemes run by Super Camps Limited for children aged from four to 16 years. It registered in 2006 and operates throughout the summer and Easter holidays. The provision has the use of six rooms within three school buildings that form part of Truro Preparatory School, in Cornwall. The playscheme is open each weekday from 8am to 6pm. There are nine members of staff. The manager and one other member of staff are qualified teachers. The deputy is qualified to level 3. Two members of staff are working towards a degree. A qualified lifeguard and a football coach work at the playscheme. A number of key staff, such as a senior activities instructor, an early years coordinator, and early years and play instructors, are based at the head office in Abingdon, Oxfordshire and provide additional support as required.

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