

Super Camps at Heath Mount School

Heath Mount School, Woodhall Park, Watton at Stone, HERTFORD, SG14 3NG

Inspection date	29 July 2015
Previous inspection date	4 August 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Practitioners pay close attention to children's security regarding visitors on and around the site. They routinely ask for identification and request that all visitors to the camp, including those known to camp practitioners, sign in on the visitor sheet.
- Practitioners support children to make their own choices and decisions. They consistently offer alternative activities at each sports session in order to engage children in enjoyable and purposeful play.
- Children are physically active throughout the day. The many sports-based experiences offer children a wealth of opportunities to develop their coordination, body control and strength.
- Children behave well at the camp. The very clear behaviour boundaries are communicated consistently throughout the day. Children respond well to the praise from the practitioners and enjoy participating in the rewards scheme.
- Partnerships with parents are secure. Parents are very positive about children's experiences at the camp. They find the practitioners capable and friendly.

It is not yet outstanding because:

- The provision for children in the dedicated early years room does not always offer them the most stimulating and inspiring choices during their free time.
- There are too few opportunities for children to explore similarities and differences to help them develop their understanding of the wider world.

What the setting needs to do to improve further

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

- extend the range of activities and experiences available in the dedicated early years room to provide children with more stimulating choices during their free time
- review practice further to identify ways to enhance children's experience and understanding of the wider world.

Inspection activities

- The inspector observed activities in the sports hall, the early years room and on the field. She conducted a joint observation with the regional manager.
- The inspector, practitioners and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation relating to the management of the setting, including safeguarding, children's achievements and discussed self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of practitioners working with children.

Inspector

Alison Reeves

Inspection findings

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

Children are busy and join in with a range of enjoyable and appropriate activities. Practitioners working with the youngest children understand how to support them in learning through sports and recreational activities. Practitioners take account of what children know and can do. They talk to parents and children to establish particular needs and interests. Children build on what they do in school. There are opportunities for writing and reading books when they spend time in their dedicated early years room each day. However, the range of resources within the room is often quite limited and does not always provide children with the most-stimulating choices. There are limited opportunities for children to explore and extend their understanding of the wider world. Practitioners use a passport system to show what children have done each week. This is used to record their personal achievements and shows parents what children enjoy.

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

Children settle into their day at camp quickly. Parents are welcomed in to help with this, especially when children show signs of feeling shy. Practitioners help children to learn about the benefits of a healthy life. They include regular discussions about eating well, drinking regularly and resting as part of developing a healthy body. Children have lots of time playing outside in the fresh air. Children are interested in the natural environment and practitioners respond positively when children show them things they have collected, such as the feathers they find on the grass. Children follow the hygiene routines. They know about the importance of washing their hands before eating and after using the toilet. Children quickly learn about safety and risk. They stay within sight and hearing of the practitioners in the sports hall and in the grounds. Some activities include risky elements. Children understand how to keep themselves safe and to prevent accidents.

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

Managers understand the Early Years Foundation Stage. They are clear about their responsibilities and make sure that the safeguarding and welfare requirements are met. They adapt plans in order to ensure children's safety and well-being when safety issues arise. Practitioners are suitably experienced and understand how to promote children's learning through play. Practitioners evaluate their practice and what they provide for children. Super Camps invite feedback from children, parents and practitioners to help shape the future camp provision. Practitioners adjust what they offer children based on their evaluation of the first few days of each camp. Managers provide constructive supervision for practitioners to help improve and tailor their practice to the needs of the children. All practitioners complete the mandatory induction programme that includes an online safeguarding module. Practitioners understand the safeguarding procedures and what action they should take in the event of any child protection concerns. A comprehensive range of Super Camps policies and procedures underpins practice. These form part of the induction and are available for parents at the camp.

Setting details

Unique reference number	EY391955
Local authority	Hertfordshire
Inspection number	992073
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	36
Name of provider	Super Camps Ltd
Date of previous inspection	4 August 2010
Telephone number	01235 832222

Super Camps @ Heath Mount School was registered in 2009. They employ six members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6 and has Qualified Teacher Status. Super Camps opens from Monday to Friday during school holidays. Sessions are from 8am until 6pm.

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