

# Ultimate Activity Camps at King Edward VI High School



KING EDWARD VI HIGH SCHOOL FOR GIRLS, Edgbaston Park Road, Birmingham, B15 2UB

<b>Inspection date</b>	23 July 2015
Previous inspection date	1 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Managers have a good understanding of the Early Years Foundation Stage requirements, and how to protect and safeguard children. Staff have a good understanding of safeguarding and effectively support children's understanding of how to keep themselves safe.
- Children thoroughly enjoy their time at the camp and benefit from a broad range of interesting and stimulating activities.
- Staff promote a warm and friendly environment where children behave well and develop good relationships with staff and with each other.
- Leadership is strong. Leaders monitor how well staff support and teach children to make sure that all are doing as well as they possibly can.

### It is not yet outstanding because:

- Children do not always maximise their time at the camp because they sometimes spend too much time waiting for their turn to participate in activities.
- Staff do not always know what activities the children enjoy at home and those that fully excite children's interests when they start at the setting. As a result, children's learning is not always maximised from the time they enrol at the camp.

## What the setting needs to do to improve further

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

- ensure that children do not waste time carrying out routine events, allowing them more time to pursue their interests.
- enhance children's early experiences at the camp still further by making parents' contributions about their children's interests and activities at home more accessible

### Inspection activities

- The inspector observed the children during their activities indoors and outdoors. Their activities and learning experiences were discussed with themselves and staff
- The inspector reviewed the planning documentation, evidence of staff suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector talked to children and staff and held discussions with the manager and registered person during the inspection.
- The inspector undertook a joint observation with the manager of the activity camp.

### Inspector

Susan Crawford

## Inspection findings

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

The quality of teaching and the support for individual children's learning is good. Children spend some of their time in self-chosen activities and also enjoy participating in the broad range of planned physical activities. For example, they enthusiastically join in roller races. Adults encourage children to join in; for example, showing less experienced children how to use the roller board. Staff observe the children as they play and take note of their interests. Not all parents provide information about their child's likes and dislikes when their child first attends which hinders the ability of staff to tailor activities to meet all children's needs. They talk to the children about their preferred activities and this is used as the basis for future planning. Parents receive a summary of their child's learning experiences at the end of each camp. They are encouraged to promote their child's learning at home. Children who have just started, including those that speak English as an additional language, are effectively included and made welcome. Children develop the skills they need to progress in school, because staff promote their independence and problem solving skills well. Activities such as the treasure hunt are well planned to maximise children's enjoyment.

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

Staff provide a warm and welcoming environment for children and form close relationships with them which supports their emotional well-being. As a result, children are confident and have a secure sense of belonging. Children have plenty of opportunities to develop a good understanding of healthy lifestyles. For example, most children eat nutritious snacks. Children use the school grounds as they take part in physical activities. For example, children confidently changed direction as they ran during the treasure hunt with good coordination and control of their bodies. This means they get plenty of fresh air and energetic play. Children are well mannered and extremely well behaved because staff model good manners and positive behaviour.

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

The manager and staff are well qualified. They provide children with a range of challenging and stimulating activities. There are systems in place to evaluate the effectiveness of the provision and leaders have identified the setting's relevant strengths and weaknesses. This information is used to make changes immediately and to inform the next camp. However, managers have not identified that some children spend too much time waiting their turn. The manager has addressed actions and recommendations raised at the last inspection. Staff undertake courses relevant to their job role, such as first aid and safeguarding. Therefore, they are equipped to deal with any emergencies. Staff have regular supervision with the manager and receive support and coaching to improve their personal effectiveness.

## Setting details

<b>Unique reference number</b>	EY475098
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1008840
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 14
<b>Total number of places</b>	40
<b>Number of children on roll</b>	100
<b>Name of provider</b>	The Ultimate Activity Company Ltd
<b>Date of previous inspection</b>	1 August 2014
<b>Telephone number</b>	0121 4721834

Ultimate Activity Camps at King Edward VI High School opened in 2014 and is registered on the Early Years Register and the voluntary part of the Childcare Register. It operates from the sports facilities, two classrooms and drama studio within King Edward VI High School in the Edgbaston area of Birmingham. The camp serves the immediate locality and also the surrounding areas. The camp opens five days a week from 8am until 6pm during Easter and summer holidays. Children attend for a variety of sessions. Children are cared for in one room and have access to the outside play space. There are currently 24 children on roll, all of whom are in the early years age group. There are currently three staff working directly with the children, all of whom have appropriately early years qualifications at levels 3 and 6, including one with Qualified Teacher Status. The group receives support from the local authority.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

