

Barracudas Activity Camp

The Dame Alice Harpur School, Cardington Road, Bedford, Bedfordshire, MK42 0BX



Inspection date

11 August 2015

Previous inspection date

30 July 2012

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

- The well-qualified staff competently adapts their teaching methods to suit the spirit of a holiday playscheme. They ensure that children have time to relax, make new friends and enjoy themselves. They also offer them creative play opportunities that support their formal learning and their good progress in school.
- Staff work well with parents, so that they understand children's needs. This enables them to offer children pertinent support in their play and activities.
- Practical training before the playscheme starts means that staff have a good understanding of safeguarding. They understand how to promote children's well-being and know the process to follow if they have concerns about children's welfare.
- Staff's enthusiasm and commitment creates a positive environment where children are motivated and eager to play, learn and work together. This supports them in developing positive approaches to school and learning.
- The manager and staff review their practice well, making relevant improvements. Staff now offer improved support to children to understand how their behaviour affects others and to develop their own strategies to manage this.
- Children gain a good understanding of how to keep themselves healthy. They use pictures and displays to show how much fruit they have eaten. They go on to discuss how fruit and exercise affects their bodies.

It is not yet outstanding because:

- Staff do not always ensure that children can access additional resources to extend their play when they are not engaged in timetabled activities.
- Some daily routines occasionally interrupt the wide range of activities and the good staff interaction with children.

What the setting needs to do to improve further

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

- enhance children's access to resources, so that at times when they are not engaged in specific timetabled activities, they are able to make more independent choices
- review the organisation in between some sessions and at lunchtime, so that children are consistently offered a wider range of activities and staff are able to continue their good interaction with them.

Inspection activities

- The inspector observed activities in the children's base rooms, outside and in areas of the building used for specific activities.
- The inspector held meetings with the Early Years Manager and the Camp Manager. She carried out a joint observation with the Early Years Manager.
- The inspector talked with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's information records, planning documentation and evidence of the suitability and qualifications of staff working with children. She viewed the provider's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kelly Eyre

Inspection findings

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

Staff use their good teaching skills to assess children, so that they understand how to support them effectively. Their sensitive support ensures that children who have special educational needs and/or disabilities and those who speak English as an additional language actively participate and enjoy their time. Staff respond well to children's requests and quickly adapt activities. For example, when children choose not to use golf clubs, staff suggest they run in and out of the cones. Children laugh and giggle as they pretend to be snakes moving through the golf course. Staff offer children good opportunities to develop the skills that support their learning. Children learn new physical skills and enjoy tackling new challenges as they participate in activities, such as foam fencing, swimming and disc golf. Staff interact well with children, increasing their enjoyment and supporting the development of their communication skills. However, some daily routines are not so well organised. This means that, at times, staff are not able to continue their good interaction and offer the wide range of activities to the same high standards.

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

Staff work well with parents and use the key-person system to support this partnership. They have a good understanding of children's needs and help them to feel settled. Children quickly establish secure relationships with their key person and others. Good staff interaction and well-planned sessional activities aid children in developing their confidence and emotional security that support them in school. During group games, they learn to work together, persevere, share their ideas and celebrate their own achievements and those of their peers. Children enjoy using a range of good quality specialist and sports equipment during specific activity sessions. For example, they use appropriately sized golf clubs to weave balls between cones, helping to develop their physical skills and coordination. However, at times when they are not engaged in these sessions, they cannot always access an extended range of resources to support their independent play.

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

Managers have a good understanding of the Early Years Foundation Stage. They ensure that policies are consistently implemented, in order to meet all requirements. They supervise staff well, offering them good support that enables them to develop their daily practice. Managers have successfully addressed the previous inspection action and recommendation. Emergency evacuation procedures have been thoroughly reviewed, thus, promoting children's safety. Clear communication with parents means that they have opportunities to share daily news about their children. Staff also provide information that summarises children's time at the setting which can be shared with school, in order to update their progress. Staff work well with other professionals involved with the children, in order to provide consistent care. Robust monitoring enables the manager to identify any areas where children require further support. She then works with staff to ensure that appropriate support and activities are offered.

Setting details

Unique reference number	EY330767
Local authority	Bedford Borough
Inspection number	992071
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	180
Number of children on roll	180
Name of provider	Young World Leisure Group Limited
Date of previous inspection	30 July 2012
Telephone number	0845 123 5299

Barracudas Activity Camp was registered in 2007. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including five who hold Qualified Teacher Status. The setting opens from Monday to Friday during specific weeks of the school summer holidays. Sessions are from 8am until 6pm. The setting supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

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