

# Super Camps at St Ives School for Girls

Three Gates Lane, Haslemere, Surrey, GU27 2ES



## Inspection date

Previous inspection date

13 August 2015

3 August 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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide an interesting range of challenging activities for children. As a result, children enjoy attending.
- Staff effectively ask children suitable questions to further extend their ideas and thinking skills.
- Staff build strong relationships with the children. Therefore, children settle quickly when they first arrive and confidently explore and play.
- Managers carry out an effective induction procedure and regular appraisals. This helps to make sure that staff have the training they need to provide appropriate experiences for children.
- Staff understand child protection procedures and can identify and report possible concerns about children's welfare. This helps to keep children safe.

### It is not yet outstanding because:

- Staff do not always make sure that the resources and spaces available are used effectively. As a result, children do not always have comfortable areas to relax in while they carry out quieter activities or rest.
- Staff do not always fully explain the consequences of children's actions to help them learn more about appropriate behaviour.

## **What the setting needs to do to improve further**

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

- improve the use of resources and different areas of the environment to fully support children's comfort and enjoyment
- strengthen opportunities for children to learn about the consequences of their actions, to fully support their understanding of positive behaviour.

## **Inspection activities**

- The inspector toured the areas of the premises children use.
- The inspector spoke to parents to gather their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to managers and staff during the inspection to determine their knowledge.
- The inspector sampled policies and documents.

## **Inspector**

Sara Hope

## Inspection findings

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

Staff provide a good variety of activities and build on these to keep children motivated and to enable them to follow their interests. Children enjoy using their physical skills whilst exploring outdoor areas, riding on roller cars, carrying out creative activities and taking part in team games. They have good opportunities to interact with staff and other children. Children use their imaginations whilst creating and building houses, and dressing up. Staff complement what children have been learning at school by providing activities that help them to further develop their writing and counting skills in a fun way. Parents state that they are happy with the service the staff provide. They say that their children look forward to coming to the camp, and they find the e-mails that they are sent to remind them of what to bring helpful. They are able to share information about their children's needs and interests with staff to strengthen continuity of care.

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

Staff encourage children to share and negotiate. They use fun reward systems to promote positive behaviour. Older children are encouraged to carry out personal care routines independently, while younger children are offered more support if needed. Parents are encouraged to provide children with healthy meals and snacks and staff remind children to have frequent drinks. The club has sufficient resources and offers a range of experiences for children. Staff inform children when they have a few minutes before they are required to tidy away. This helps children to prepare for changes in their routine.

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

Managers have a good understanding of all the requirements of the Early Years Foundation Stage. They ensure that policies and procedures are implemented to ensure the safe and effective running of the camp. Staff carry out regular fire drills with the children to make sure they are familiar with routines that keep them safe. Regional managers visit often and carry out checks to identify areas for improvement. Parents' and children's views are welcomed to make sure the service meets their needs and interests. Staff ask parents to share information between the camp and their child's school to make sure children receive the support they need.

## Setting details

<b>Unique reference number</b>	EY442331
<b>Local authority</b>	Surrey
<b>Inspection number</b>	993932
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Super Camps Ltd
<b>Date of previous inspection</b>	3 August 2012
<b>Telephone number</b>	01235832222

Supercamps at St Ives School for Girls registered in 2012. It is located in Haslemere, Surrey. It opens Monday to Friday, between 8am and 6pm, during school holidays. There are three members of staff who work with the children. None of these have childcare qualifications.

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.

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