

Super Camps @ William Hulme's Grammar School

William Hulmes Grammar School, Springbridge Road, MANCHESTER, M16 8PR



Inspection date

Previous inspection date

14 August 2015

25 July 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff who care for children in the early years age group do not have a current paediatric first-aid qualification and rely on the qualifications of managers, who care for older children in another area. Swift action in the event of an emergency cannot be ensured, which potentially puts younger children at risk.
- Senior management have not notified Ofsted of the playscheme manager.
- The organisation of times when children of varying ages get together are not organised effectively to meet the needs of children in the early years age group.

It has the following strengths

- Children are motivated and engaged in their play, which is complemented by the strong interactions from staff.
- Children and staff build secure relationships, given the short time the club operates, which supports children's emotional well-being.
- Partnerships with parents and other agencies within the community are in place. Parents comment positively about the staff and the range of activities children take part in.
- The provider ensures all staff receive safeguarding training. Staff have a good knowledge and understanding of the procedures to follow if they have a concern about a child's welfare.
- The management team recruits staff who are experienced in working with children in educational settings. They carry out quality assurance visits to monitor staff practice and to ensure that staff make continuous improvements to the service provided.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff with paediatric first-aid qualifications are effectively deployed by taking into account the number of children, staff and layout of the premises and ensuring that there is always a paediatric first aider available at all times who is able to respond to emergencies quickly
- organise the times effectively when mixed age groups of children play together to ensure that the care of older children does not detract from meeting the needs of younger children.

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted are notified of the playscheme manager (voluntary part of the Childcare Register).

Inspection activities

- The inspector had a tour of the facilities and observed children's play experiences in the main hall and in the separate room used for early years children.
- The inspector checked the evidence of staff suitability, qualifications and training, including safeguarding and paediatric first-aid qualifications.
- The inspector discussed the current procedure for self-evaluation.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the club's manager and early years manager.
- The inspector looked at a selection of policies, procedures and risk assessments and took into account the written views of parents.

Inspector

Joanne Parrington

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff take time to read information supplied by parents, relating to children's individual learning abilities, likes and dislikes. This enables them to understand each child's particular interests and capabilities, and supports their learning while at the club. Children follow a timetabled activity programme, where they take part in a range of exciting activities and learn new skills. Staff give children time and space to respond so that they can think for themselves. This helps children to become active learners as they develop skills to solve problems and the confidence to explore new ways to do things. Children are divided into groups according to age, which enables staff, including the early years manager, to deliver activities in an age-appropriate way that promotes their enjoyment and achievements. Children also have opportunities to be with older children throughout the day. However, these occasions can overwhelm younger children and do not meet their needs well enough.

The contribution of the early years provision to the well-being of children requires improvement

Staff do not fully promote children's well-being because of weaknesses in leadership and management. There is an effective key-person system in place to ensure children's individual care needs are met. Staff display a caring and reassuring approach, which encourages children to settle in quickly. Children are happy and confident as they play and laugh with each other. Children display enthusiasm in exploring and investigating the interesting range of activities, which are supported by staff. Staff act as good role models to ensure children respect and value each other. Children behave well. However, at times older children can overshadow younger children. Children are encouraged to eat healthily. They bring their packed lunches and the contents of these are guided by staff as part of the playscheme's healthy eating ethos. Children routinely wash their hands before eating, showing they have adopted good hygiene habits.

The effectiveness of the leadership and management of the early years provision requires improvement

The management team demonstrate they are unfamiliar with some of the legal requirements of the Early Years Foundation Stage. Early years children are cared for on the same site, but mostly away from the main area where older children are based. Although there are management staff available who are paediatric first-aid trained and there is an intercom system in place to call for help should assistance be needed, the staff who primarily care for the early years children do not have a current paediatric first-aid qualification. Therefore, they are not able to respond quickly in a medical emergency and this is a potential risk to children's safety and welfare. Furthermore, senior management have not notified Ofsted of the playscheme manager. The management team complete a self-evaluation process and use comments from staff and reviews from parents and children to contribute to this process.

Setting details

Unique reference number	EY424542
Local authority	Manchester
Inspection number	1003582
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	120
Number of children on roll	0
Name of provider	Super Camps Ltd
Date of previous inspection	25 July 2012
Telephone number	01235 832222

Super Camps @ William Hulme's Grammar School was registered in 2011 and operates within the school campus in Manchester, Lancashire. The setting is managed and owned by Super Camps Ltd. The facility is open Monday to Friday, from 8am until 6pm during the Easter holiday and summer holiday. A team of six staff work at the setting. Of these, four have Qualified Teacher Status and one has an early years qualification at level 3.

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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