

Super Camps @ New Hall School



New Hall School, Boreham, Chelmsford, Essex, CM3 3HS

Inspection date 27 July 2015
Previous inspection date 28 July 2009

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 management and staff understand the requirements of the Early Years Foundation Stage. They work well as a team to ensure children thrive as they play in a safe environment.
- Children's enjoyment is well supported through a good balance of fun play experiences, both indoors and outside. The staff's effective practice helps children to make good progress and gain skills that complement their learning in school.
- Children develop positive attachments to the staff and other children. They are very independent because the staff offer them choices, include them well in all activities and praise their achievements.
- Staff effectively ensure that children learn about the importance of being healthy and staying fit.
- The safeguarding procedures are robust and effectively promote the welfare of all children. Staff know the steps to take if they have concerns about a child's welfare.
- Staff work closely with parents and carers. This promotes a shared and consistent approach for children.

It is not yet outstanding because:

- Staff do not always effectively organise the group times at the start of the day to help new children to quickly gain confidence when joining the camp.
- Staff are not always fully involved in the process of self-evaluation, in order to share their views and widen the scope for improvement.

What the setting needs to do to improve further

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

- review the organisation of activities at the start of the day to help the youngest children to quickly gain confidence
- extend the good systems for self-evaluation further to implement a more collaborative approach that involves all of the staff team.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the regional manager.
- The inspector held discussions with the managers, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff and viewed documents, including risk assessments, self-evaluation and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys.

Inspector

Patricia Champion

Inspection findings

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

The enthusiastic staff have a good understanding of how young children learn. They motivate children to have a go at tasks, learn new things and become adventurous. Staff promote children's communication and social skills well. They speak with children during activities and listen to their ideas. Children practise the useful skills they develop in school. For example, children use resources that support their writing skills and a variety of tools and equipment to develop their control and coordination. Children create intricate patterns on their artwork to achieve unique designs. They proudly show their artwork to others and explain their creations. Children also join together to play games that require strategic thinking and strengthen their mathematical skills. There are effective systems in place to ensure parents are kept up to date about children's progress and learning. Each child has an early years passport, which contains observations about their progress and ideas for future activities they could take part in, both at the camp and at home.

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

The camp has a very good variety of toys, resources and equipment to meet the needs of the different age groups of children. Key persons get to know their key children well and form secure bonds with them. However, the early morning sessions are occasionally very busy and noisy and this sometimes unsettles the new children joining the camp. Staff promote children's physical well-being and understanding of healthy lifestyles through effective hygiene practices and interesting activities. Mealtimes are social occasions. Staff sit with children and encourage them to develop their independence skills as they manage their lunchboxes. Children receive safety instructions prior to each activity so that they understand the importance of responsible behaviour. They also learn about fair play and good sportsmanship during team games. Children show great pride in their achievements when they are given certificates and earn team points.

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

The well-qualified managers are experienced and vigilant about the security of the children. They check the premises each day to ensure the areas used by children remain safe, particularly while building work is carried out on the school site. Children are closely supervised as they move around the school grounds. Staff communicate using radios as they work in different areas outdoors. Prior to each holiday, staff attend a training and induction day so they are aware of their roles and responsibilities. Weekly staff supervision meetings are also used effectively to cascade new knowledge and implement new ideas. There are always sufficient staff on site with current first-aid certificates to deal with minor accidents and injuries. The management evaluate the success of the camp at the end of each holiday season. However, not all the staff team are involved in this process to widen the scope for improvement. Nevertheless, the views of parents are sought on the quality of the service provided and used effectively to make meaningful changes.

Setting details

Unique reference number	EY287956
Local authority	Essex
Inspection number	992063
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 14
Total number of places	140
Number of children on roll	110
Name of provider	Super Camps Ltd
Date of previous inspection	28 July 2009
Telephone number	01235 832222

Super Camps @ New Hall School was registered in 2004 and is part of a large chain of activity camps run by Super Camps Limited. The activity camp employs eight members of childcare staff. The two managers hold Qualified Teacher Status and other staff are student teachers. Specialist staff, such as lifeguards and sports instructors also work with the children. The activity camp opens from Monday to Friday, during school holidays. Opening times are from 8am until 6pm.

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