

# Super Camps @ Radley College

Radley College, Radley, Abingdon, Oxfordshire, OX14 2HR



## Inspection date

17 December 2015

Previous inspection date

31 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The new camp manager and area managers work closely together to drive improvements in the quality of the provision. They have completed all actions raised at the last inspection and have made significant improvements to the quality of the provision. They have trained staff to implement new procedures and monitor their practice closely.
- Staff provide a wide range of resources and activities, which children enjoy.
- Children behave well. They learn how to work together and help each other in their play.
- Staff promote healthy lifestyles well. Children get plenty of fresh air and exercise and have healthy and balanced lunches and snacks.
- The management team provides effective induction for new staff and continues to review their performance. Staff understand their roles and responsibilities.

### It is not yet outstanding because:

- Staff do not always make the best possible use of opportunities to build on children's growing awareness of people's similarities and differences in the wider community.
- The manager and staff do not always promptly share information provided by parents about children's interests at home to support the continuity of their development and care from the earliest opportunity.

## What the setting needs to do to improve further

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

- increase the opportunities for children to develop their understanding of diversity
- make better use of information gathered from parents about children's interests when children join.

### Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the divisional manager.
- The inspector had discussions with the children, staff and the camp manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a range of relevant documentation relating to safeguarding and staff suitability, as well as policies, procedures and progress records.

### Inspector

Helen Harnew

## Inspection findings

### **Effectiveness of the leadership and management is good**

The management team provides good, regular support to staff to help them drive improvements and raise the quality of the provision. Safeguarding is effective. The management team encourages staff to go on regular training to update their knowledge. Staff have a good understanding of the procedures to follow if they have a concern about a child's welfare. The management team closely supervises the security of the setting. For example, they check the identity of each person who enters the premises and keep the door locked. This helps them to keep children safe. All documentation required for the safe management of the provision is well maintained. The management team evaluates the effectiveness of the provision well, valuing the views of parents gained by using questionnaires at the end of each holiday period. Staff ask children what they would like to do, to help them to plan the day flexibly around children's interests. The management team forms close partnerships with other professionals. They use these relationships effectively to reflect on the provision and make future improvement plans.

### **Quality of teaching, learning and assessment is good**

Children are enthusiastic as they explore the play environments. They develop their physical skills, for example, as they take part in ball games and learn to throw balls into hoops and kick them to each other. Staff challenge children's problem-solving skills. For example, staff ask children skilful questions and encourage them to think of their own ideas. Children help each other to find ways to construct different shapes with large resource materials. Staff encourage children to develop their imaginative skills. The children enjoy taking part in pretend play and re-enact stories. Children build their confidence; they express themselves and share their thoughts regularly.

### **Personal development, behaviour and welfare are good**

Staff offer a calm and friendly environment. Children arrive happy and settle into activities promptly on arrival. Children show politeness and kindness to adults and each other, such as holding doors open for each other. They learn to take turns and share resources. Staff make the most of every opportunity to help to teach children how to keep themselves safe. Children confidently talk about the emergency evacuation procedures. During outdoor activities, children recall their good road safety knowledge as they stop, look and listen for cars in the car park and cross safely. Hygiene practice is good and lunch boxes are stored safely. The manager ensures that staff trained in first aid are deployed well to respond quickly in the event of any accidents.

## Setting details

<b>Unique reference number</b>	EY287509
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1029105
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Super Camps Ltd
<b>Date of previous inspection</b>	31 March 2015
<b>Telephone number</b>	01235 832222

Super Camps at Radley College registered in 2004. It operates in Radley, Oxfordshire and is open five days a week, from 8am until 6pm, during most school holidays. There are six members of staff employed, three of whom have relevant childcare qualifications between levels 2 and 6, and one has Early Years Professional Status.

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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