

Super Camps @ St Stephens Junior School

St. Stephens Junior School, Hales Drive, Canterbury, Kent, CT2 7AD



Inspection date

16 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff build good relationships with children who are confident and happy during their time at camp. This helps children to develop a positive sense of belonging.
- Children have access to a wide range of exciting experiences that interest and motivate them. For example, they learn new skills as they participate in archery.
- Self-evaluation and regular monitoring of staff practices help the management team plan appropriate training courses and provide staff support.
- Staff provide good opportunities for children to develop their physical skills and learn the importance of healthy lifestyles. For example, children participate in daily warm-up exercises.
- The parents are well-informed of their children's day and their achievements. For example, they receive daily activity cards that share ideas to try at home. There is a positive consistency of care and a good link between home and the camp staff.

It is not yet outstanding because:

- Staff are very occasionally inconsistent with giving children positive messages about the importance of good behaviour, such as being polite.
- Staff do not always organise some group activities well to engage the full interest of younger children.

What the setting needs to do to improve further

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

- improve staff understanding about the importance of providing consistently positive messages to children about good behavior
- review the organisation of some group activities to engage the interest of the younger children at all times.

Inspection activities

- The inspector observed the environment.
- The inspector observed the staff's interaction with children.
- The inspector looked at the written documentation, including a sample of the policies and procedures.
- The inspector spoke to children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The managers have effective recruitment procedures to ensure the suitability of all staff. For example, they obtain references and carry out suitability checks. The staff are actively involved with management as they decide and achieve their own professional development goals. This helps management and staff continue to improve practices and meet children's individual needs. The staff make good links with parents and other professionals, particularly for children with special educational needs, to help ensure those needs are met. Overall, the staff use the wide range of resources and activities well to keep children engaged and motivated. Safeguarding is effective. For example, all children are involved in considering the potential risks of activities and safely participate in challenging experiences. The management and staff know how to safeguard the welfare of children and who to contact if they have any concerns.

Quality of teaching, learning and assessment is good

The staff effectively and positively get to know children well as they start at the camp. For example, children make their own 'passports' which hold information about their interests and dislikes. This helps children feel listened to and valued, and helps staff plan appropriate activities. For example, children showed a keen interest in dinosaurs; therefore, the manager introduced dinosaur resources into the camp. Children have their individual needs well met. Staff build upon children's development at school well and follow children's ideas. For example, children collect natural objects on a nature walk and use them for creative art activities. Staff support children's ongoing communication skills. For example, the staff have good-quality discussions with children as they play alongside them and model language positively.

Personal development, behaviour and welfare are good

Children show their excitement during activities, and regularly share their memories and thoughts with staff. They are confident to ask for help when they need it. Children demonstrate a sense of empathy for others, offering each other support and reassurance. For instance, older children 'buddy' younger children and set them a good example. As another example, children add notes to a 'kindness tree' when they do a kind act, such as opening a door for their friends. Staff support children's understanding of differences within society well. For example, children celebrate a range of festivals. Children develop a good understanding of their physical well-being as they meet their own needs well. For example, they access quiet activities and rest when they need to.

Setting details

Unique reference number	EY408265
Local authority	Kent
Inspection number	724896
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	36
Number of children on roll	11
Name of provider	Super Camps Ltd
Date of previous inspection	Not applicable
Telephone number	01235 832 222

Super Camps @ St Stephens Junior School registered in 2010. It is one of a large number of sites run by Super Camps Ltd. This camp operates in the grounds of St Stephens Junior School in Canterbury, Kent. The camp is open Monday to Friday, from 8am to 6pm, during some school holidays other than summer and Christmas. The camp employs three staff, all of whom have childcare qualifications.

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