

Super Camps at Sutton Valence Preparatory School



Sutton Valence Preparatory School, Chart Road, Chart Sutton, Maidstone, Kent,
ME17 3RF

Inspection date 26 July 2016
Previous inspection date 9 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management team and staff are proactive in delivering a good standard of care and experiences to children. They continually evaluate areas of their provision and practice for improvement. They gather views and suggestions from parents and children to help with this, for example, through weekly surveys.
- Staff encourage children to understand and follow consistent boundaries. Children form good relationships with each other across different age groups and staff encourage children to respect each other. Children's behaviour is good.
- Partnerships with parents are strong. Parents speak highly about the quality of care given to their children.
- Children engage in planned and free-play activities in a stimulating, well-resourced environment. Staff support them to use the equipment and resources safely.

It is not yet outstanding because:

- Staff do not always use all opportunities to develop new children's understanding of the routine to assist their settling in.
- Staff do not consistently value and make positive use children's differences to extend their understanding of diversity.

What the setting needs to do to improve further

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

- strengthen ways to help new children understand the daily routines and settle in more quickly
- make more use of children's home languages to value their individuality more and further support all children's awareness of diversity.

Inspection activities

- The inspector observed staff's interactions with children during their activities.
- The inspector held a meeting with the site manager and regional manager.
- The inspector sampled a range of documentation, including key policies and procedures.
- The inspector spoke to members of staff and children at appropriate times.
- The inspector took account of the views of a sample of parents.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Recruitment procedures help ensure staff are suitable. Staff are supported well by the management team to improve their practice continuously. For example, they attend training, such as for safeguarding, to keep their knowledge up to date. Staff clearly understand their roles and responsibilities, such as effectively supervising children to keep them engaged and safe. Staff use their training and experience well to provide children with enjoyable and interesting activities. Safeguarding is effective. Staff have a secure understanding of child protection procedures. For example, they confidently know how to identify concerns about children's welfare and know what to do should they have concerns about a member of staff. They carry out good risk assessments of the premises and outdoor areas to ensure the safety of the children.

Quality of teaching, learning and assessment is good

Children access a wide range of stimulating and age-appropriate resources and activities. Staff support children's enjoyment and plan interesting and exciting activities that engage them well. For example, a 'bear hunt' extended children's understanding of the local environment as they followed clues to find him and discovered how things worked, such as looking through both ends of the binoculars. Staff build on children's physical abilities and their enjoyment of outside activities. For instance, children use the swimming pool, take part in different types of running, ball games and climb on play equipment in the wood area. Parents are well-informed about their children's daily activities, for example, through activity books.

Personal development, behaviour and welfare are good

Staff get to know children through information gathered from parents when children first start. This effectively helps them support children's well-being and confidence. Children and staff develop positive relationships. Younger children interact positively with older children and benefit from playing together. For example, they play team games that involve turn taking, respect and 'being a good sport'. This supports children's positive self-esteem and confidence, builds on their social skills and motivates them to take part. Children learn about the importance of following a healthy lifestyle. For example, they manage their own personal care needs, such as washing their hands before eating. They join in with discussions about healthy foods and lifestyles at meal times and during games.

Setting details

Unique reference number	EY351335
Local authority	Kent
Inspection number	993923
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	27
Number of children on roll	20
Name of registered person	Super Camps Ltd
Registered person unique reference number	RP906400
Date of previous inspection	9 April 2009
Telephone number	01235 467303

Super Camps at Sutton Valence Preparatory School registered in 2007 and is one of a number of holiday play schemes run by Super Camps Ltd. It operates in Maidstone, Kent. The holiday camp opens each weekday from 8am to 6pm, for three weeks during the summer school holidays only. There are six members of staff working with the children. This includes one member of staff who holds a level 3 qualification in childcare and another who has qualified teacher status.

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