

# Super Camps at The Abbey Junior School

Abbey Junior School, 30 Christchurch Road, Reading, RG2 7AR



<b>Inspection date</b>	13 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Strong leadership across the company drives forward improvements in all areas of the provision. The manager effectively supports staff to deliver good-quality care.
- The manager forges effective partnerships with the host school and communicates well with parents to meet children's needs.
- The manager carries out comprehensive risk assessments inside and outside, and ensures staff use these to reduce potential hazards and keep children safe.
- Skilled staff quickly help children feel emotionally secure, safe and confident at the camp. Children willingly embrace new challenges and persist when practising new skills.
- Staff support children's physical development well. Children thoroughly enjoy playing and exploring in the school grounds and joining in with team games in the large hall.

### It is not yet outstanding because:

- At times, staff do not purposefully challenge children's understanding of what constitutes healthy eating, so children continue to think that unhealthy foods are good for them.

## What the setting needs to do to improve further

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

- develop children's knowledge and understanding of what constitutes healthy eating and why some foods are not good for them.

### Inspection activities

- The inspector observed care routines and activities with the provider, and discussed the impact of these on children's safety, welfare and enjoyment.
- The inspector reviewed records and procedures relating to safeguarding, risk assessment and health, and discussed these with the staff.
- The inspector listened to, and talked with, children as they played inside and outdoors.
- The inspector looked at how the provider exchanges information with parents.
- The inspector took account of the views of parents spoken to on the day and in their written comments.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider reflects on guidance and implements accurate improvement plans that build on their experiences across the company. Up-to-date, good-quality policies and procedures underpin every area of safeguarding and welfare. For example, staff have a good understanding of how to respond appropriately should they have any concerns about a child's care or protection. The provider has a responsible attitude and commitment to equipping staff with the knowledge and skills they need, through good support and training initiatives to improve their practice. The provider also shares a wide range of information with parents to support their children's time at the camp.

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

The provider is skilled at devising interesting activities that appeal to children of different age groups. Talented staff skilfully adapt games to challenge the curiosity and imaginations of the individual children who attend. For example, children turn symbols they discover in the environment into secret messages and they pretend to invent plans to capture trolls who are causing a disturbance. Children enjoy a great deal of choice. For example, they quickly engage with a range of different instruments from around the world and experiment with different sounds. This reflects successful improvement planning from staff who seek to extend opportunities for role play and support children from different backgrounds. Staff continue to evaluate how to use such opportunities to promote children's understanding of diversity across people and communities beyond their own.

### Personal development, behaviour and welfare are good

The provider employs a mix of experienced and new staff. Some staff already know many of the children who attend the holiday camp and others get to know the children quickly. The manager's thoughtful communications with parents as children enrol ensures all staff understand children's needs very well. Children soon take pride in being part of a larger team, become increasingly self-confident and express their own creative ideas. Staff skilfully guide the children to form camp rules. Children's behaviour is very good and they quickly volunteer ways to show kindness, respect and keep each other safe. The manager also explains simply why children should not share or eat each other's food. Children gain a clearer understanding of the need to protect each other from allergies.

## Setting details

<b>Unique reference number</b>	EY539835
<b>Local authority</b>	Reading
<b>Inspection number</b>	1076312
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Super Camps Ltd
<b>Registered person unique reference number</b>	RP906400
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01189313111

Super Camps at The Abbey Junior School in Reading, Berkshire, registered in 2016. It is managed by Super Camps Ltd. The camp operates from 8am to 6pm on Monday to Friday during most school holidays. The camp currently has a team of eight staff, four of whom hold relevant qualifications at level 3 and above.

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