

Super Camps at St Peter's School

St. Peters School, Clifton, YORK, YO30 6AB



Inspection date

31 July 2017

Previous inspection date

30 October 2012

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

- Children arrive in high spirits and are eager to play with their friends. Staff are highly qualified. They use their skills and expertise well to provide high levels of care and good support. Children lead and build on their own play.
- Children relish their time outdoors. Staff use the rich and stimulating outdoor areas well to provide a good range of physical activities and experiences. Children practise and demonstrate their good coordination and physical skills.
- Children behave well. Staff develop secure and positive relationships with children. They praise positive behaviour and encourage children to become more independent.
- Partnerships with parents are positive. Parents are kept well informed of the activities offered on a daily basis and comment positively on the care their child receives.
- The senior management team oversees the running of the camp well. They visit regularly to monitor staff practice and support the staff team with new ideas for activities. Views of staff, parents and children are incorporated into the plans for development and improvement at the camp.

It is not yet outstanding because:

- The staff do not always provide a wide range of resources that encourages children to explore, investigate and create their own planned ideas.
- Staff do not make the best use of adult-led activities to enable quieter, less confident children to join in and be more actively involved.

What the setting needs to do to improve further

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

- place more emphasis on developing children's wider skills to explore and investigate and create their own ideas
- provide more opportunities for quieter children that are less confident to join in adult-led activities and become more deeply involved in the experience.

Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children. She also completed a joint observation with the regional manager.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the camp's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the camp's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure and up-to-date understanding of child protection procedures. They know who to contact if they have any concerns about a child's welfare. The provider implements rigorous recruitment and vetting processes. Staff receive regular support and guidance from the management team. Staff attend regular team meetings, supervisions, appraisals and training to develop their skills and knowledge. The management team conducts effective risk assessments. Staff use clear explanations to help children learn to recognise and manage potential hazards. They liaise with parents and other providers to provide consistency for children's experiences. Parents speak positively about the staff, facilities and activities that their children receive.

Quality of teaching, learning and assessment is good

Children enjoy their time at the camp and get immersed in their choice of play. Staff skilfully interact with children and actively engage in their play. For example, children select their choice of book and staff help them to practise their reading skills. They talk to children, ask questions and encourage them to share their thoughts and ideas. The majority of children are confident to make decisions, they listen to the contributions of others and ask inquisitive questions. This builds on children's communication and language skills. Staff skilfully incorporate skills, such as counting and recognising numbers. This helps children to build on the mathematical skills they are learning in school. Children use remote-control toys, demonstrating skills, such as avoiding obstacles, this helps to support their skills in using technology. Staff respect and value children's diversity. Children have opportunities to learn about other's similarities and differences beyond their immediate experience and find out about the wider world.

Personal development, behaviour and welfare are good

Staff create a welcoming, relaxed and friendly environment. This contributes successfully to children being happy and clearly at ease. An effective key-person system is in place which helps children to develop good relationships and build strong friendships. They play cooperatively and discuss and share their ideas well in their chosen play. Children gain a good understanding of routines and boundaries. They behave well, know the codes of behaviour and respond easily to instructions. Children are keen to gain 'group colour points' and excitedly count up their rewards. Staff give high priority to the safety of children and effectively support their growing understanding of how to keep themselves safe and healthy. They remind them to keep hydrated, particularly during warm weather and after physical exercise. Healthy eating is promoted and children understand good hygiene practices. Children are quick to discuss allergies and dietary requirements. Staff skilfully support children to develop good levels of independence and a positive attitude that will help to prepare them for their future learning.

Setting details

Unique reference number	EY445714
Local authority	York
Inspection number	1060159
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	120
Number of children on roll	53
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Date of previous inspection	30 October 2012
Telephone number	01235 467303

Super Camps at St Peter's School is privately owned and managed by Super Camps Ltd. The setting registered in 2012 and operates from St Peter's School in York. The setting opens Monday to Friday during school holidays only, from 8am until 6pm. The setting employs six members of staff. Of these, two hold qualified teacher status and another holds many coaching qualifications.

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