

Super Camps at St Nicholas Prep School

St. Nicholas Preparatory School, 23 Princes Gate, London, SW7 1PT



Inspection date

11 August 2017

Previous inspection date

13 July 2016

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- Overall, staff provide an interesting range of activities that engages children well. Children enjoy their time spent with friends at the holiday camp.
- Children develop warm relationships with staff, who are responsive to their needs and interests. This helps to foster children's emotional well-being.
- Children behave well, which indicates that they feel safe in the staff's care. Staff are good role models who help children to learn respect for each other. Children play together cooperatively.
- Partnerships with parents are good. Staff share information with them about their children's time at the holiday camp on a daily basis. Parents report positively that their children enjoy the activities on offer.
- Managers review the provision regularly to make improvements for children. For instance, they have increased the variety of toys and resources available for their enjoyment. Parents' and children's views are included in this process.

It is not yet outstanding because:

- Sometimes, staff miss opportunities to build on children's interest in society beyond their own family experience.
- Occasionally, staff do not encourage children to use their imaginative skills during art and craft activities to fully explore their ideas.

What the setting needs to do to improve further

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

- strengthen opportunities for children who show an interest in finding out more about the lives and backgrounds of people beyond their own experience
- help children to follow their imaginations to explore and use materials during art and craft activities to build on their ideas.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed staff and children during a range of activities, and carried out a joint observation with managers.
- The inspector held discussions with staff, parents and children and took their views into account.
- The inspector reviewed some of the setting's policies and documentation.

Inspector

Mary Butler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers use secure systems to check the suitability of staff. They ensure staff know the procedures to follow if they have concerns about a child's welfare. Staff understand how to recognise and minimise hazards so that children can play safely. The provider has addressed the action set at the previous inspection. Staff deployment is now organised effectively, which supports children to stay purposefully engaged in activities and routines throughout the day. Managers monitor practice and are able to pinpoint areas for development. For example, staff benefit from specialist safeguarding training that has improved their knowledge of the 'Prevent' duty guidance. They recognise and know how to respond when a child might be at risk from others' extreme views.

Quality of teaching, learning and assessment is good

The well-qualified staff understand how to provide children with a good balance of indoor and outdoor activities throughout the day. Children are encouraged to choose their own play, and staff join in following their lead. For example, when children tried to build models with construction toys, staff supported them to persevere until they were successful, which the children enjoyed. Children learn useful social skills, such as during outdoor team games using a large parachute. Staff also arrange group discussions early in the day, which helps children to build friendships. For instance, children spent time introducing themselves and talking together about their favourite foods.

Personal development, behaviour and welfare are good

Staff provide a calm and welcoming environment where children are confident to explore. Staff support children to settle in quickly on arrival. They provide explanations that help children to understand the expectations and participate well in daily routines. Children are encouraged to develop their independence. For example, staff involve them in everyday tasks, such as helping to tidy up after activities. Children are also learning about healthy lifestyles, through daily access to fresh air and exercise in the large garden area. Staff encourage children to bring healthy snacks and lunches each day, for example, they reward them with stickers. Children learn good hygiene practices. For instance, staff remind them to wash their hands before snack time.

Setting details

Unique reference number	EY464727
Local authority	Westminster
Inspection number	1084164
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	40
Number of children on roll	19
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Date of previous inspection	13 July 2016
Telephone number	01235 467303

Super Camps at St Nicholas Preparatory School registered in 2013. It is situated in the London Borough of Kensington and Chelsea. The holiday camp operates weekdays between 8am to 6pm during the Easter and summer school holidays. A team of three staff works with the children in the early years age range. Of these, one staff member holds qualified teacher status, one has early years teacher status, and another holds a relevant childcare qualification at level 6. There are further staff on site who work with children in the older age groups.

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