

# Super Camps at Dame Elizabeth Cadbury Technology College



Dame Elizabeth Cadbury Technology College, Woodbrooke Road, BIRMINGHAM, B30 1UL

<b>Inspection date</b>	23 August 2017
Previous inspection date	31 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- Children are extremely happy and settled at the camp. They develop their social skills extremely well. Children's behaviour is excellent. There is a strong emphasis on the teaching of good manners, kindness and cooperation. Staff encourage children to gain the skills they need to be successful.
- Staff are well qualified and they challenge and stimulate children exceptionally well. They develop children's language and vocabulary effectively and have meaningful conversations during activities and at mealtimes. For example, they ask younger children if they know the meaning of the word 'librarian' in a story. When children are unsure, they provide a clear explanation.
- The monitoring of staff's practice is exceptionally thorough and effective. The regional manager observes staff and the manager, helping them improve the quality of teaching and planning. Continuous professional development is highly effective in helping staff to plan activities that challenge and inspire children.
- Staff ensure all children use the skills they already have. They help them to build on these skills and learn valuable new ones. Children are well prepared for their return to school after the holidays. Children's rapid progress is monitored effectively.
- Parents are well informed about the activities children take part in. Staff exchange information with them about children's well-being.

## What the setting needs to do to improve further

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

- develop ways to obtain further information from parents about children's interests before they start to help staff prepare activities even more effectively for each child.

### Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the regional manager.
- The inspector held a meeting with the manager and the regional manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Children's safety is given the utmost priority. Staff understand and implement rigorous procedures that help keep children safe. The management team carries out regular checks to make sure staff demonstrate excellent knowledge and practice in keeping children safe. Detailed and extremely comprehensive risk assessments are carried out to ensure any potential risks are minimised. Staff supervise children vigilantly. The management team obtains relevant medical and educational information about children from parents. All staff have this information, so they are aware of children's needs. Record keeping is meticulous and there is exemplary attention to detail in all aspects of children's learning and care. The management team has identified the potential to help staff plan even more effectively for individual children's interests by obtaining information about these before they start.

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

Children choose from a wealth of high-quality resources and exciting activities. Staff find out about what younger children can do already and observe and measure how they build on their skills. Staff share information about children's progress with parents. The management team makes ongoing checks to ensure resources, particularly art materials, are replenished each week. Children who attend near the end of the holidays then have the same choices as those who attend at the beginning. Staff plan and organise activities well for the group as a whole. They encourage children to try a rich and varied range of experiences. Younger children enjoy listening to stories they choose. For example, they are drawn in to a story about a dragon and are enthusiastic as they suggest what might happen next. Staff use expert questioning skills that challenge children's thinking. They ask them to think of ways to make the dragon happy and how the characters might feel. Children are excited when they make dragon models from a choice of materials. Staff show children examples of what their dragon might look like, so they have an idea of how to begin. Staff help children to develop their ideas and to find ways to stick on the feathers and eyes.

### Personal development, behaviour and welfare are outstanding

Interactions between all staff and children are relaxed and friendly in the welcoming environment. Staff welcome children and help them to feel part of the group as soon as they arrive. They allocate each child a 'buddy' to help them become familiar with the camp. Staff ask children to explain the rules at the beginning of each day to help all of them to play safely together. Children take part in exciting sport activities. They learn to take turns and cooperate with each other. There is appropriate behaviour during games as staff always explain the rules and expectations clearly from the start. Children have great respect for each other and staff. They listen and follow instructions. Staff use positive reward systems. Children gain high levels of confidence, independence and self-esteem. Staff praise them for trying their best and for having a go at new activities.

## Setting details

<b>Unique reference number</b>	EY475428
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1105788
<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>	4 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Date of previous inspection</b>	31 July 2014
<b>Telephone number</b>	01235 467303

Super Camps at Dame Elizabeth Cadbury Technology College registered in 2014. The provider employs four members of childcare staff, including the manager. Of these, one member of staff holds qualified teacher status and three hold appropriate early years qualifications, including one at level 3 and two at level 6. The camp opens from Monday to Friday during school holidays. Sessions are from 8am until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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