

Super Camps at St Edmund's School



St. Edmunds School, St. Thomas Hill, Canterbury, Kent, CT2 8HU

Inspection date	25 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are keen to communicate their ideas and share them with their friends with confidence. For example, they share the stories and meanings behind their drawings.
- There are good opportunities for children to challenge their physical skills. For instance, they explore different ways of moving as they build and negotiate obstacles.
- Children have good levels of well-being. They are keen to try new things and show pride. For instance, they earn points for their team by displaying positive attributes.
- There are good opportunities for children to develop their creative skills. For example, they make interesting three-dimensional models, such as clay structures.
- The manager monitors the consistency of care and play opportunities staff provide children. They observe staff daily and provide them with constructive advice to support future practice and improve children's enjoyment.
- All staff attend a good range of training to keep their knowledge up to date and build on their skills further. For instance, they recently developed their understanding of assessing risk. This supports them to fully understand how to keep children safe.

It is not yet outstanding because:

- Staff miss some opportunities to extend children's interest in books and provide more extensive reading materials and quieter places to enjoy them further.
- Staff do not make the most out of the organisation of changes in routines to ensure that they fully engage all children and do not unnecessarily interrupt their play.

What the setting needs to do to improve further

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

- extend children's interest in books and reading materials and provide more inviting quieter and cosy spaces for children to enjoy them more effectively
- review and improve the organisation of changes in routines to help make sure that children do not have their play unnecessarily interrupted and remain engaged.

Inspection activities

- The inspector observed the interactions between staff and children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at the written documentation, including a sample of the policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and considered their views.
- The inspector carried a joint observation out with the manager of the setting.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff closely evaluate their practice. For example, they hold daily discussions to review how well activities interest children. Staff use feedback from children to support their evaluation. For instance, each day they discuss the day with them and children share their ideas and thoughts. This helps staff plan future activities that they know children will enjoy and improves children's time at the setting. Staff establish positive links with other early years professionals. For example, they communicate with teachers at the schools children attend. This helps staff get to know them and helps to provide children with good consistency in their care and play experiences. Safeguarding is effective. All staff, including the manager, have a good understanding of the safeguarding and child protection policies and procedures to follow in the event of a concern to help protect children's safety and welfare. They know how to seek advice and follow up any concerns. Children learn how to keep themselves safe and manage risk maturely. For instance, they participate in challenging activities that require them to take a good level of responsibility, such as using bows and arrows in archery activities and operating quad bikes.

Quality of teaching, learning and assessment is good

Staff help to keep parents fully informed and involved in their children's day. For example, they share daily activity plans with them and are keen to share any new achievements their children make. Staff enable children to have an active role in their time at the setting. For example, children confidently choose their own play and are happy to make requests that staff follow up in their activity plans. Staff encourage children to learn about the world around them in interesting ways. For instance, children carry out nature scavenger hunts and make pictures with the collected items and objects to make 'autumnal art.'

Personal development, behaviour and welfare are good

Children develop meaningful friendships and gain good social skills. For example, they happily play together and take turns in team games. Children play a range of interesting team games where they are required to be patient and learn new rules. For example, they play tennis and volleyball. Children behave well, are polite and maturely resolve minor conflicts with independence. Children develop good physical well-being. For instance, they independently meet their own needs, such as accessing drinking water when they are thirsty. Children have good levels of respect and understanding of other people's similarities and differences. For instance, they learn about festivals from around the world, such as exploring rangoli patterns for Diwali. Children play instruments traditional to other countries, such as monkey drums from Peru.

Setting details

Unique reference number	EY490831
Local authority	Kent
Inspection number	1017900
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	100
Number of children on roll	13
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Date of previous inspection	Not applicable
Telephone number	01235 467303

Super Camps at St Edmund's School registered in 2017. The provision is located in Canterbury, Kent. The provision is open Monday to Friday from 8am to 6pm for out-of-school care in half terms and school holidays. The provider employs six staff, two of whom hold relevant early years qualifications. One holds an early years degree and one is a qualified early years teacher.

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