

# Super Camps at Beacon School



The Beacon School, 15 Amersham Road, Chesham Bois, Amersham, Buckinghamshire, HP6 5PF

<b>Inspection date</b>	13 February 2018
Previous inspection date	19 February 2015

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

- Staff help children to settle quickly at the camp. They encourage parents to contribute and share important information about their children's development and they provide daily feedback to parents.
- Managers are successful in ensuring that staff know how to protect children. Staff are up to date in their safeguarding knowledge. For example, they know the signs that may indicate who may be at risk from extreme behaviours or views.
- The manager and staff provide a welcoming environment for children. They celebrate children's cultural and language differences and teach children to respect one another.
- Children form warm relationships with their key person and other staff. Staff engage with children well during play and use positive praise to support children's confidence and self-esteem.
- Staff organise a wide range of resources and experiences for children.

### It is not yet outstanding because:

- Partnership with parents is still not fully effective as some children are not always provided with healthy food and drink options at mealtimes.

## What the setting needs to do to improve further

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

- build on the arrangements for working in partnership with parents to provide more healthy options for children's meals.

### Inspection activities

- The inspector held discussions with the head of operations manager and the manager of the holiday camp.
- The inspector talked to one parent and the children at appropriate times during the inspection and took account of their views.
- The inspector sampled a range of documentation, including children's details, insurance and other relevant documentation.
- The inspector undertook a joint observation with the camp manager.
- The inspector had discussions with the provider about policies and procedures. The inspector also discussed how staff work with parents and other providers.

### Inspector

Fabiana Drew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff recognise the possible signs that a child is at risk of harm and know what to do in the event of a concern about a child's welfare. Leaders follow effective recruitment procedures to ensure staff's suitability to work with children. Leaders routinely evaluate the holiday camp, assess risks and review procedures. They use this information to identify and make any necessary changes to safeguard children and improve the provision. Staff implement effective procedures to deal with accidents and incidents and to ensure children are collected safely at the end of the session. The provider monitors staff's practice and offers ongoing feedback to improve their skills. He identifies and provides relevant training for staff, such as for safeguarding.

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

Staff are welcoming and caring. They greet children and parents warmly at the start of the session and help children to settle in. Overall, staff provide a varied range of activities suitable for all children, including those who speak English as an additional language. Children develop their literacy and concentration skills as they perceptively listen to a story. They provide a joyful narrative as they recite their favourite lines and excitedly predict what might happen next. Staff build on children's existing skills. For example, children go on a nature walk to collect different objects from their surroundings to decorate their crowns for the carnival party. Children have good opportunities to make choices about what they do. For example, they can choose to take part in different activities in the room.

### Personal development, behaviour and welfare are good

Children develop positive relationships with staff and get along well with each other. Staff praise children's achievements and this helps to build their self-esteem. Children play happily together. For example, a group of children enjoy decorating crowns and happily share materials and resources. Younger children have an allocated key person, which helps them to feel secure. Staff take positive steps to support children's well-being. For example, they remind children to put their coats on before going outside. Staff treat children kindly. For example, they reassure them when they have a minor accident outside and encourage their friends to be considerate.

## Setting details

<b>Unique reference number</b>	EY391976
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1085896
<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 - 5
<b>Total number of places</b>	80
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Date of previous inspection</b>	19 February 2015
<b>Telephone number</b>	01235 467303

Super Camps at Beacon School registered in 2009. It is open five days a week during the school holidays from 8am until 6pm. There are currently four staff, one of whom holds qualified teacher status.

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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