

# Camp Beaumont - UCS

University College School, Frogna, London, NW3 6XH



<b>Inspection date</b>	1 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to ensure that staff have a suitable understanding of children's individual health needs. Staff lack knowledge about which children have serious known allergies. Furthermore, emergency medication is not stored appropriately or in line with emergency care plans, which puts children's welfare at risk.
- The provider has not made sure that all staff have an effective understanding about the possible indicators that a child or family may be being exposed to extreme views and behaviours. This does not ensure that all children are appropriately safeguarded.
- The provider does not implement an effective system for staff training, monitoring and supervision. Leaders have failed to recognise significant gaps in staff's knowledge and understanding. In addition, leaders do not use systems of self-evaluation effectively enough to ensure an adequate standard care for children is maintained.
- Some members of staff do not follow the behaviour management procedures adopted by the setting. As a result, staff do not consistently help children to fully understand what is expected of them as they move around the site.
- At times, children in the youngest age group do not have a broad enough range of toys and equipment to choose from in between planned activities.

### It has the following strengths

- Staff support children to practise their physical skills through a variety of games and activities. This helps children to enjoy exercise and understand about staying active.
- Children are encouraged to use their creative skills and share their ideas.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all staff have a suitable knowledge and understanding of children's individual health needs and, in particular, any children with serious allergies, to keep children safe</li> </ul>	04/06/2018
<ul style="list-style-type: none"> <li>■ ensure all medication is stored appropriately and where required in close proximity to children in case of emergency, to maintain children's good health</li> </ul>	04/06/2018
<ul style="list-style-type: none"> <li>■ ensure all staff have a good knowledge of all safeguarding matters, in particular how to recognise signs that a child or family may be at risk of being drawn into extreme views and behaviours</li> </ul>	04/06/2018
<ul style="list-style-type: none"> <li>■ implement robust training, supervision and support for staff, to help leaders identify any gaps in professional knowledge and improve the quality of the provision</li> </ul>	04/06/2018
<ul style="list-style-type: none"> <li>■ ensure all staff follow the setting's clear behaviour management procedure when interacting with older children.</li> </ul>	04/06/2018

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

- consider ways to broaden the range of resources available to the youngest children to keep them even more engaged and interested during times of transition
- make better use of processes for self-evaluation, to help recognise any weaknesses in practice and raise the quality of the provision.

## **Inspection activities**

- The inspector spoke with children and staff, and reviewed written feedback from parents, to gain their views of the setting.
- The inspector held a leadership meeting with the manager of the setting.
- The inspector looked at a relevant sample of policies and documentation, such as records to demonstrate the suitability of staff and safeguarding procedures.
- The inspector observed staff interacting with children throughout the inspection and completed a joint observation at lunchtime with the operations manager.

## **Inspector**

Shana Laffy

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Safeguarding is ineffective. The provider has failed to ensure that children's well-being is their top priority and self-evaluation is weak. Leaders do not make sure that all staff are aware of which children have serious, known allergies and do not implement effective systems for risk assessments, particularly at mealtimes. Furthermore, children's emergency medication is not kept with them or stored appropriately, as specified on their care plans. This compromises children's safety. Staff have suitable knowledge of how to recognise children who may be suffering from abuse and neglect, and they are confident in whom they should contact for professional support should they have concerns. However, some members of staff do not have an appropriate knowledge of how to recognise when a child or family could be exposed to extreme views or behaviours. Team members receive some basic training each time the setting operates, as they are seasonal staff. However, leaders do not have effective systems to monitor their knowledge consistently and systems for supervision and performance management are not robust. Parents have opportunities to contribute their views and leaders act on feedback gained.

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

Children benefit from a variety of activities outdoors. For example, children show they are keen to join in with team games on the tennis courts while other children take part in science experiments to make small home-made rockets take off. Staff support children to express themselves and help children to communicate with one another. For example, staff encourage children to explain their ideas to friends when making models. Staff join in well and at appropriate times with children's play and value children's feedback. They share children's daily experiences with parents and give feedback about what children have enjoyed most. Staff support children to develop their independence and try things for themselves. For example, children are encouraged to focus on tasks of interest, and to reflect and use their problem-solving skills.

### **Personal development, behaviour and welfare are inadequate**

The weaknesses in safeguarding practices and procedures for managing children's health needs mean that children's welfare is compromised. Staff do not have a suitable knowledge of how to respond to a medical emergency, if a child were to have an allergic reaction. This has a significant impact on their capacity to keep children safe. Children behave well and show kindness to one another, forming friendships quickly in a new environment. Staff working with the youngest children interact kindly and model positive interactions. However, not all staff implement the setting's behaviour management procedures effectively and, on occasion, staff do not help older children to understand behavioural expectations in a positive manner. Staff encourage children to eat healthily and talk about the benefit of exercise.

## Setting details

<b>Unique reference number</b>	EY499724
<b>Local authority</b>	Camden
<b>Inspection number</b>	1047802
<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>	3 - 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	CB (Oldco) Limited
<b>Registered person unique reference number</b>	RP900819
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01603851000

Camp Beaumont UCS registered in 2016. The setting is located in the London Borough of Camden. The setting operates out-of-school provision during the school holidays only, from 8am until 6pm. The setting employs 13 members of staff, two of whom hold qualified teacher status and three of whom have relevant childcare qualifications at level 3.

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