

# Super Camps @ Simon Langton Grammar School For Boys



Simon Langton Grammar School For Boys, Langton Lane, Canterbury CT4 7AS

<b>Inspection date</b>	3 August 2018		
Previous inspection date	Not applicable		
<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- Staff establish secure and trusting relationships with children and get to know their individual personalities well. Children have a good sense of belonging.
- The manager and staff effectively evaluate their practice. For example, they hold daily discussions to reflect on the day's events and how well the range of activities keep children interested in their play experiences.
- The manager closely monitors the quality of care and play experiences that staff provide children. For instance, she observes staff daily and provides helpful and constructive advice to support their future practice.
- Children have good opportunities to develop their imagination and freely express themselves. For example, they enjoy a wide range of role play, such as becoming 'doctors'.
- Children have good opportunities to develop their physical skills. For example, they confidently negotiate different ways to move and control their bodies, such as swimming.
- Children develop good social skills and build meaningful friendships. They are keen to help each other complete tasks. Children enjoy working as a team and listen to each other's ideas intently. They are polite and behave well.

### It is not yet outstanding because:

- Staff do not always encourage children to complete tasks with more independence.
- Staff do not always promptly build on children's spontaneous ideas to enhance their play experiences and encourage children to take ownership of their play even further.

## 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 opportunities to be even more independent and complete tasks that they are capable of more consistently
- build on children's spontaneous ideas more promptly to extend their enjoyment in their own play experiences even further.

### 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 setting's policies and procedures, risk assessments, and staff training records.
- The inspector spoke to the manager, children, parents, and staff, and considered their views.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff work well together and use regular discussions to reflect upon their performance and highlight any training needs. The manager and staff are keen to keep their knowledge up to date and build on their skills even further. They attend regular training beneficial to their practice. For example, they learnt about how to help children to communicate in different ways, such as using signing. Staff communicate well with other early years professionals. For example, they share activity ideas with other camps linked to the setting. Staff access support from outside agencies where required, such as participating in training from nurses in administering medication. All staff establish positive partnerships with parents. For example, they share helpful ideas, including healthy eating ideas. Safeguarding is effective. The manager and staff have a good understanding of the safeguarding and child protection policies and procedures to follow to help protect children's welfare. This includes knowing who to contact to seek advice and raise any concerns. Children learn how to keep themselves and others safe. For example, they have an active role in risk assessing the activities and ensuring they use equipment safely.

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

Staff support children well to engage in play and learning. They encourage them to have an input into the activity plans. For example, children share their requests daily about resources and activities they wish to experience. Staff ensure that they implement them into the plans. For instance, children who are intrigued by spies, go on to make spy models and become spies in role play, bringing their ideas alive. Staff provide children with a good range of activities and resources to motivate children to enjoy their play. Children have good opportunities to be creative. For example, they enjoy making three-dimensional models. Children learn about how things grow as they are keen to participate in planting activities.

### Personal development, behaviour and welfare are good

Children develop a good understanding of healthy lifestyles and eating. For instance, they freely choose to engage in exercise or enjoy quieter activities. Children learn to make healthy recipes and talk about the importance of healthy eating and the benefits of the different food groups on their bodies. For example, they engage in weekly cooking activities with staff and make interesting meals, such as vegetable soup. Children are confident to communicate. For instance, they are keen to share their ideas and thoughts with their friends, and enjoy conversations with each other and staff. Children are kind and have good levels of empathy. For example, they excitedly participate in weekly fundraising events to raise money for disadvantaged children.

## Setting details

<b>Unique reference number</b>	EY499637
<b>Local authority</b>	Kent
<b>Inspection number</b>	10057006
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	150
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01235 467303

Super Camps @ Simon Langton Grammar School For Boys registered in 2015. The provision is located in Canterbury, Kent. The provision is open Monday to Friday, from 8am to 6pm, for the summer holidays only. The provider employs four staff, two of whom hold a relevant early years qualification at level 3 and above. This includes one member of staff who holds a relevant early years qualification at level 5.

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