

# Super Camps at King Edward's School

King Edwards School, North Road, Bath, Avon BA2 6HU



<b>Inspection date</b>	13 August 2018
Previous inspection date	22 July 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 leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### The provision is good

- The management team and staff continually strive to improve the camp. They regularly evaluate their practice and outline areas for improvement. They work closely with the other settings in their region to share good practice ideas and enhance their provision.
- Staff work diligently with parents. They gain a wealth of information when children first start, to help them closely support children, such as key words and phrases used by children who speak English as an additional language. Staff keep parents well informed about planned activities and their child's time at the camp.
- Staff working with the early years age group have a good understanding of how children learn. They conscientiously find out what children like to play with and incorporate this into the activities they offer. They plan interesting adult-led experiences that encourage children to cooperate with others and develop their skills.
- Children's emotional development is promoted exceptionally well. Staff work tirelessly to ensure children settle quickly into the unfamiliar surroundings. They are very attentive and enthusiastic and make children feel really special. Children rapidly gain confidence through the close bonds they form with staff and have lots of fun.

### It is not yet outstanding because:

- At times, staff do not support children's exploration as much as possible, extending their ideas and fully challenging and involving all of the children during free play.

## What the setting needs to do to improve further

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

- enhance the support for children's exploration and ideas, to challenge and involve them further.

### Inspection activities

- The inspector observed activities in the main playroom, sports hall and the outside area, and conducted a joint observation with the manager and regional manager.
- The inspector held a meeting with the manager and regional manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of leadership and management is good

Staff follow comprehensive risk assessment procedures. They effectively identify and minimise hazards to children and supervise children well at all times. Robust vetting and recruitment procedures are implemented thoroughly to ensure staff are suitable for their roles. Clear induction procedures are followed for new and seasonal staff to ensure they have an in-depth understanding of their responsibilities, particularly in safeguarding children. The management team monitors the quality of teaching and practice. Staff have weekly reviews with the manager to help celebrate their achievements and outline areas for development. The regional management team leads in-house training and programmes of support. For example, the team has developed and enhanced the staff's early years teaching and questioning skills to extend children's problem solving and creative thinking.

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

Staff plan interesting adult-led activities that motivate children to be creative. They involve children effectively in the planning and set-up of these, such as encouraging them to choose resources that they would like to use. Children spend considerable periods exploring art and craft materials outside focused on a monster theme. Staff encourage them to select natural items from the school grounds and support them really effectively as they collaborate to create a monster's house. For example, staff use probing questions to stimulate children's thinking and their approach to the activity. Children have great fun and talk about their plans, such as mixing paint with shaving foam for the carpet and using a pot of foam for the bath. They discuss their designs and adaptations as they experiment and test out their ideas. For instance, they add flowers and leaves to the foam carpet and say this is now the garden.

### Personal development, behaviour and welfare are outstanding

Children behave excellently and play harmoniously together. Staff encourage them to take pride in doing things for themselves, to be independent and take care of their personal belongings. Children develop a sense of responsibility and eagerly tidy away resources. Staff have reward systems to reinforce positive behaviour, and children's achievements are celebrated. Staff are excellent role models who encourage fairness and gently remind children of behaviour boundaries. For example, staff skilfully encourage children to appreciate the needs of others through careful questioning. This encourages lovely spontaneous sharing and thoughtful behaviour from the children. Children have very good opportunities to be physically active in the spacious sports hall or outside on the school playground and field. Staff are very attentive and conscientiously spend time supporting children in their play. For example, staff enthusiastically join children to construct large towers with construction blocks, play board or card games and lead enjoyable activities, such as tag games and football.

## Setting details

<b>Unique reference number</b>	EY287472
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10061478
<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>	4 - 8
<b>Total number of places</b>	150
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Date of previous inspection</b>	22 July 2015
<b>Telephone number</b>	01235 467303

Super Camps at King Edward's School registered in 2004. The camp employs six members of staff. Of these, two hold appropriate qualifications at level 6 and above, including one with qualified teacher status. The camp opens from Monday to Friday during the school holidays. Sessions are from 8am until 6pm.

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