

# Camp Glide at Wray Common School



WRAY COMMON PRIMARY SCHOOL, Kendal Close, Reigate RH2 0LR

<b>Inspection date</b>	20 August 2018
Previous inspection date	30 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:	Met	
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

- The management team is committed to providing good-quality care for children. Several of the staff are well qualified and act as good role models for less experienced staff.
- Children have good relationships with staff and they are helped to behave well. For example, staff involve children in discussions about the values of the club, such as how to be helpful towards others. Children eagerly provide examples about how they can achieve this, such as being fair during games that they play together.
- Children say that they enjoy coming to the club. They like playing team games and joining in with craft activities. They also say that they enjoy playing outdoors and have fun with the staff who play with them.
- Parents spoken to say that their children enjoy coming to the club and the activities provided, such as swimming. They say that the staff are welcoming to them and their children.
- The providers and staff frequently evaluate the quality of care and activities provided for children. They obtain parents' and children's views and use these to continually make improvements.

### It is not yet outstanding because:

- Occasionally, staff do not obtain information promptly from parents about their children's interests before they begin at the club, in order to use this in their early planning.
- At times, the organisation of some large-group activities is drawn out. In these instances, younger children become less attentive and distracted.

## What the setting needs to do to improve further

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

- strengthen the partnership with parents to help staff know more information about their children's interests before they start at the club
- review the organisation of the large-group activities and implement strategies to hold younger children's interest as staff explain the club's rules and the activities that they can choose.

### Inspection activities

- The inspector observed the quality of activities and the interactions between the staff and children indoors and outdoors. She assessed the impact this has on children.
- The inspector spoke with the staff team and children at appropriate times.
- The inspector held discussions with the provider. She looked at relevant documentation, such as the safeguarding policy, risk assessments and evidence of the suitability of staff working with the children.
- The inspector carried out a joint observation with the provider.
- The inspector spoke to parents and took account of their views.

#### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities to keep children safe. They complete regular child protection training and know the procedures to follow if they are concerned about a child's welfare. Staff are well supported to extend their knowledge and skills. They are provided with regular supervisory meetings and training opportunities. For instance, some staff have completed higher qualifications and new ideas have been successfully implemented to enhance children's imaginative play opportunities. The provider follows secure recruitment procedures. Regular meetings with staff help to ensure that they continue to be suitable for their roles. Staff are vigilant of children at all times. They provide clear boundaries when children are completing activities, such as climbing, swimming and ball games. They complete detailed risk assessments and review any accidents to ensure that all resources and areas used by the children are suitable and safe.

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

Children are provided with a balance of adult-led and child-initiated play. They are able to try out different games indoors and outdoors before joining planned activities, such as football, den building, crafts and team games. Children have opportunities to express their creativity and confidently use a range of craft resources. They confidently talk to staff. Children discuss items that they are making and staff demonstrate how to use the materials available. Children eagerly make bracelets and artefacts to take home to share with their families. Children particularly enjoy using their imaginations when playing with new resources, such as items representing a shop. This activity, and buying items from the tuck shop, helps to support children's language skills and builds on their mathematical skills from school.

### Personal development, behaviour and welfare are good

Staff are sensitive to children's needs and help them to feel secure and settled. They share information with parents about their children's day. Staff promote children's health well. They are very aware of children's individual dietary needs and ensure snacks in the tuck shop are low in sugar. Children are reminded to drink water and remain hydrated. This helps to build on their awareness of how to keep themselves healthy. Staff praise children for their achievements and efforts during their play. This contributes to them developing good levels of self-esteem. Children have many opportunities to extend on their physical skills. They have fun outdoors, where they play ball games, build dens and use the school's play equipment. Staff promote children's safety at all times. For example, discussions take place to help children learn how to keep safe, such as when playing outdoors.

## Setting details

<b>Unique reference number</b>	EY466533
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10068227
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	521
<b>Name of registered person</b>	Camp Glide Ltd
<b>Registered person unique reference number</b>	RP908022
<b>Date of previous inspection</b>	30 July 2015
<b>Telephone number</b>	07449532326

Camp Glide Limited registered in 2013. It operates from Wray Common School, Reigate, Surrey. The camp opens from 7.30am to 6pm during school holidays. During term time it opens from 7.30am until the start of the school day and from 3pm until 6pm. There are seven staff working at the camp. Of these, two hold qualified teacher status and two hold recognised early years qualifications at level 5 and level 3.

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