

<b>Inspection date</b>	9 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This is a provision that requires improvement

- Young children do not routinely have sufficient planned support from a key person to meet their individual care needs.
- The managers do not ensure that all staff receive induction training to secure their understanding of their roles and responsibilities.
- Children do not routinely do things for themselves to develop their independence skills.
- The manager does not sharply evaluate on the quality of provision, to develop and extend the practice further, based on the children's needs.

### It has the following strengths

- The manager carries out daily checks to make sure areas used by children are safe and secure. This ensures children's safety is maintained as they move around the school to access various activities.
- Staff give children praise and celebrate their achievements during play.
- Children have regular opportunities to develop their physical skills inside and outside. For example, they compete against each other using the assault course.
- Parents speak positively about the club. They comment that they have access to information about the activities their children experience. Parents have the opportunity to give feedback to managers.
- Children arrive eager and ready to learn. They engage well with their peers. During free play, staff provide a stimulating learning environment with a range of resources.

## What the setting needs to do to improve further

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

	Due date
ensure all staff receive appropriate induction training so that they are clear about their roles and responsibilities	11/05/2019
ensure each child is assigned a key person to help them settle in, and to tailor their care to meet their individual needs.	11/05/2019

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

- ensure children are routinely encouraged to do more by themselves in order to extend their developing independence
- extend current evaluation procedures and systems effectively to drive improvements forward to an outstanding level.

### Inspection activities

- The inspector sampled a range of documents available, including those related to premises, staff suitability and safeguarding.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of teaching during activities, and assessed the impact this had on children's development and motivation.

### Inspector

Angela Colman

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider completes effective suitability checks, including Disclosure and Barring Service checks, before staff work with children. This helps to keep children safe. Managers provide some support for staff. For example, through induction days. However, they do not fully communicate information about children with staff. In addition, a key person is not assigned to ensure children's individual needs are met. This does not help to assure children's welfare and emotional well-being. Staff have appropriate skills or qualifications and complete safeguarding training. They have an up-to-date knowledge of how to help keep children safe. Safeguarding is effective. Staff know the signs and symptoms of possible abuse. They know how to respond if they have a concern about a child in their care. Managers do not evaluate the service they provide sufficiently enough to continue to drive improvements forward.

### Quality of teaching, learning and assessment requires improvement

Children comment that they enjoy their time at the club. They take part in a wide range of activities throughout the day. Staff do not always share relevant information about the children in their care with sessional staff. This does not support continuity of children's care and development. Teaching is variable. Furthermore, the quality of planned sessions is not consistently good enough for the youngest children. Children develop their imaginative skills. They show this when they build parks and cities using construction toys. Older children make paper aeroplanes and confidently write letters and notes using the creative area. Staff support children during sports activities. Children listen well to instructions and take part in mixed-aged team games. This helps them to face new challenges. Although children do not have many opportunities during some sessions and tasks to do things for themselves, older children enjoy learning the colours of the French flag and making streamers using tissue paper. Younger children follow the adults' lead as they sing in Spanish and learn key words during action songs. This helps children to learn about communities beyond their own experience.

### Personal development, behaviour and welfare require improvement

Children enjoy developing their communication skills during mealtimes, which are relaxed and sociable. Staff provide children with nutritious breakfasts and snacks. They learn about healthy eating through discussions when they eat their packed lunches. However, staff do not consistently remind children of healthy processes, such as washing their hands before breakfast and snack times. Therefore, children do not consistently learn good hygiene habits. Children behave well and are kind and respectful to one another. They understand daily routines and how to keep safe, such as carefully lining up to go to activities in different rooms. Children engage in activities that teach them about people in the wider world. However, staff do not provide enough age-appropriate challenges during some sessions. For example, during craft activities staff complete tasks for children. Therefore, children do not have sufficient opportunities to develop their independence skills.

## Setting details

<b>Unique reference number</b>	EY548871
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10098931
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Languages For All Ltd
<b>Registered person unique reference number</b>	RP548870
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	03330 067 413

Global Camps registered in 2017 and is situated in Kelvin Grove Primary School in Sydenham, in the London Borough of Lewisham. The club opens during school holidays. It operates Monday to Friday from 7.30am to 6pm. There are seven members of staff, all of whom hold relevant early years qualifications.

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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