

Super Camps at Sherfield School

Sherfield School, Sherfield-on-Loddon, HOOK, Hampshire RG27 0HU



Inspection date	31 May 2019
Previous inspection date	16 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is good

- Staff recruitment is robust. Staff say that they feel valued by senior managers. Parents fully appreciate the care staff provide for their children each day.
- The quality of teaching is extremely high and superbly matched to the children's age and activities. For example, the early years practitioner inspires confidence, creativity and high levels of achievement in the younger children. The manager is a highly qualified and skilled teacher, as is the experienced sports coach.
- Staff make good use of their specialist training to extend children's exploration of different environments. For example, staff with woodland skills follow through and extend children's fascination with living things and further challenge children's observation skills.
- Managers receive training in equal opportunities and understand the role of the special educational needs coordinator. However, there are occasions when they do not make the most of repeated opportunities to engage parents in discussions to promote inclusive practice.
- Children who attend the club are very happy and thrive in the care of exceptionally skilled staff.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
review published policies and procedures for children with special educational needs and/or disabilities, including guidance on ratios, to ensure that the childcare is accessible and inclusive.	15/07/2019

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

- improve the support for managers to enable them to engage parents in discussions about their children's needs and promote inclusion.

Inspection activities

- The inspector talked to parents and carers as they dropped children off to gather their views on the camp and their children's care.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, both in the sports hall and in the early years room.
- The inspector listened to and talked with children as they played and reviewed how well staff encourage and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the area manager and asked how staff training improved staff practice.
- The inspector looked at a range of documentation, including information on staff recruitment, suitability checks and training, and discussed plans for further improvement with the area manager.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

Members of the leadership team strive for excellence and in many ways achieve it. They are very open to guidance. Self-evaluation is generally very thorough and forms the basis of continual improvements across the chain of holiday camps. The area and club managers work in close partnership with the host school. This is evident in their use of additional facilities within the school and in the beautiful grounds that surround it. The managers check that staff remain vigilant in following policies and practices to help keep children safe. They ensure that staff know how to apply their training in child protection and report any concerns about a child's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is outstanding

Teaching is consistently of a high standard and inspirational to the children who attend. Staff skilfully assess children's level of knowledge, advance their learning and help them to be confident, purposeful and imaginative. For example, as they explore a favourite story book together, staff check children's understanding, extend their thinking and model new vocabulary. Children use the illustrations to discover if dinosaurs are herbivores or carnivores. They learn new words, such as 'ravenous', and try them out at snack time. Staff inspire children to develop roles and storytelling. For instance, in the security of the early years room, children recognise the effect of gravity. They have tremendous fun pretending to float like people in space. Staff challenge able children even further as they wonder why the sun is important. Children's thoughts develop from saying 'It keeps the planet spinning around it' to considering the implications of a land without warmth or light. They use their imaginations to think up wacky make-believe plants and go on to represent them through activities, such as design, craft and construction. Children flourish and enjoy the attention of high calibre staff.

Personal development, behaviour and welfare are good

Staff plan and create play areas that quickly engage children in their individual interests. They use them well to help children make new friends across the age groups. Children quickly settle in and feel they belong at the camp. Staff know each child's individual character very well. They use this knowledge successfully to help children grow in confidence and achieve new things. For example, staff motivate young children to persist in practising their aim and improving their scores at basketball. Children gain the confidence to take on new personal challenges and participate in different team games. Staff are quick to notice and acknowledge children's individual strengths sensitively and sometimes in front of their team mates. Children see and treat each other positively. Every child knows they are a valued member of the camp and has talents to be proud of and worthy of sharing with others.

Setting details

Unique reference number	EY459219
Local authority	Hampshire
Inspection number	10109007
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 8
Total number of places	36
Number of children on roll	50
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Date of previous inspection	16 February 2016
Telephone number	01235 467303

Super Camps at Sherfield School registered in 2013. Children use the school grounds, sports hall and allocated rooms inside the school, which is located near Chineham, in Hampshire. The holiday club operates during school holidays between 8am and 6pm, with a core day from 9.30am to 4.30pm. There are five staff who hold appropriate qualifications at level 2 and above. The club manager is a qualified teacher.

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