

Super Camps at Hampton School

Hampton School, Hanworth Road, HAMPTON, Middlesex TW12 3HD



Inspection date	30 July 2019
Previous inspection date	13 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The atmosphere in the camp is vibrant. Children arrive happy and staff welcome them enthusiastically.
- Leaders are ambitious. They are dedicated to improving the good service even further. They reflect carefully on the quality of the camp and how well it meets children's needs. They are vigilant in helping to plan activities to ensure children make good choices about their play. Leaders provide sports and other exciting activities run by staff and professional coaches.
- Staff promote children's understanding and development through the stimulating events they provide. This helps to complement the learning which takes place in school.
- Parents comment positively about the camp. They welcome the daily feedback they receive about how their children performed.
- Staff are positive role models. They sensitively reinforce the camp's high expectations for children's behaviour so they behave well. All children develop high levels of confidence and self-esteem.
- The allocation of a key person for children ensures they are well supported in developing secure attachments.
- Staff monitor and assess the environment, and this helps to support children's safety and well-being.
- Staff engage children in planned events. However, sometimes the slow pace of getting the children involved in the activities reduces their enthusiasm and engagement.

What the setting needs to do to improve further

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

- review the way activities are delivered, to ensure all children maintain their enthusiasm and engagement during adult-led sessions.

Inspection activities

- The inspector observed the quality of staff interactions during activities and assessed the impact this has on children's enjoyment and achievement.
- The inspector held meetings with the area manager and looked at relevant documentation and evidence of the suitability of staff working at the camp.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Vicky Forbes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the procedures to follow should they have concerns about a child's welfare. For instance, there is a safeguarding leaflet that provides additional information to parents and staff. This helps to ensure all have a clear understanding of how to keep children safe. The newly appointed manager and staff are getting to know the children and parents. They are building positive relationships and this enables sustained continuity in care for children. Senior leaders provide good support, training and supervision. They pay careful attention to monitoring practice and this ensures staff give good care and guidance to children. Parents comment that they are 'very happy with the service', and describe staff as being 'very enthusiastic'. Recruitment and vetting procedures are suitable. Policies, procedures and risk assessments are in place.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities and this helps to motivate and inspire children's creativity. For instance, children listened to a story about 'Space Spiders'. They considered imaginative ways to make the strangers feel welcome at the camp. The children made a large three-dimensional model of a home for the visitors to live in. Staff use their good knowledge to increase children's understanding and this helps children to extend their problem-solving skills. This was evident when children identified the different coins and worked out how much to charge for the vegetables in their shop. Additionally, children worked out how to enter the rooftop restaurant, which they designed and constructed. Leaders and staff pay careful attention to the organisation of the day. Children have opportunities to sit quietly with activities or to relax and read in the reading area. Planning for the week is varied, and this supports children's sustained curiosity in current issues. For example, the focused topic of 'Green week' enabled the children to learn about their environment and about recycling. Children engage in challenges linked to different areas of learning, and this further supports their strategic and analytical skills. Staff follow children's ideas for play, regularly consulting them about what they want to do. Leaders and staff hold regular daily feedback sessions to discuss children's individual needs, interests and to plan future activities.

Personal development, behaviour and welfare are good

Children arrive at the camp eager to play and explore. Staff welcome children and their parents enthusiastically, and this helps to ensure children settle quickly. Staff working with younger children speak with them calmly and sensitively, explaining the routines for the day. This helps children to feel secure, especially if they are new to the camp. Staff provide children with time to discuss and reflect on the rules of the camp, and this supports children's good behaviour. Children are motivated to work collaboratively. Staff provide them with many opportunities to earn points for themselves and their team. Staff and children celebrate individual achievements and this supports children's good self-esteem. Staff praise the children and encourage them to publicly share what they have done. All children demonstrate good levels of independence. They select the activity they want and are confident to ask for something if it is not already available. Mealtimes are social occasions where older and younger children sit together to eat.

Setting details

Unique reference number	EY464734
Local authority	Richmond Upon Thames
Inspection number	10065606
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 - 11
Total number of places	26
Number of children on roll	12
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Date of previous inspection	13 August 2015
Telephone number	01235 467303

Super Camps at Hampton School registered in 2013. It is one of many settings run by Super Camps Limited and operates from Hampton School in Hampton, within the London Borough of Richmond upon Thames. The setting operates during the summer holiday period. There are four members of staff, including the manager. Two members of staff hold appropriate qualifications and two are unqualified.

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