

# Super Camps at the Royal Masonic School for Girls



The Royal Masonic School for Girls, Rickmansworth Park,  
RICKMANSWORTH, Hertfordshire WD3 4HF

<b>Inspection date</b>	6 August 2019
Previous inspection date	12 August 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		Good	2
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is good

- Staff are well supported by an experienced senior management team. Senior managers regularly monitor staff performance. They provide staff with positive role models. This helps to support staff to improve their practice further.
- Children are happy and settled at the holiday playscheme. They quickly choose an activity as they arrive at the start of the session. Children form strong bonds with the staff, who make them feel comfortable and welcome.
- Staff skilfully adapt their plans to follow the children's lead during activities. They recognise when children are fully engaged and having fun. For example, they build on their planned creative activity further by taking children on a 'monster hunt'.
- Staff encourage and support children to develop their confidence. They readily praise children and encourage them to share their achievements, for example by asking children to share information about the creations they make with the whole group. Staff kindly support less-confident children to share information about what they have made.
- The senior managers reflect well on how they can improve the service on offer. Staff also play an active part in making suggestions for improvements. For instance, senior managers share and discuss ideas with staff regarding making changes to the activities they provide.
- At times, children struggle to follow instructions and make the most of the activities on offer due to the high volume levels and distractions in their surroundings.

## What the setting needs to do to improve further

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

- enhance the layout of the areas used for activities even further to support children to concentrate and focus fully on the tasks they complete.

### Inspection activities

- The inspector considered the suitability of the areas of the premises used by the holiday playscheme indoors and outdoors.
- The inspector held discussions with parents, staff and children at suitable points throughout the inspection.
- The inspector observed the quality of the interactions between staff and children. She held a joint observation of a planned activity with a senior manager.
- The inspector looked at a range of documentation, including staff suitability documents and policies.

### Inspector

Jennifer Hardy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a firm understanding of the process to follow if they have concerns regarding children's welfare. There are effective systems in place to support the sharing of information with other professionals, such as staff at other holiday playschemes and local authorities. Staff assess risks continuously. They respond quickly and adapt their plans when potential hazards arise. For instance, they recognise the need to move a planned activity back inside due to high gusts of wind. Staff meet regularly with managers to discuss their performance. They feel well supported and staff retention is high. Staff are keen to progress their careers, for example by applying to become managers in the future. A strong recruitment process is in place. The company is vigilant to ensure that staff are suitable for their roles. Staff receive relevant training before they start. This helps them to interact positively with the children. Parents' opinions are highly valued. The managers take on board their feedback and are quick to address any issues that may arise.

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

Children have a great deal of fun at the holiday playscheme. They are actively engaged throughout the session. Staff meet regularly to plan activities. They take on board ideas from the children. Staff provide a range of exciting and interesting resources. Children explore and use their imaginations as they play. For example, they pretend to mould snowballs out of the dough they play with. Children enjoy exploring the extensive grounds on offer. For instance, they collect items such as leaves and feathers for the artwork they create. Staff provide children with challenges to extend their ideas further. For example, they encourage children to create a song to sing as they play the instrument they have created. Children are supported to recap on past events. For example, staff use questioning effectively to encourage children to retell a story that they have previously heard. Children are able to do this confidently.

### Personal development, behaviour and welfare are good

Children quickly become familiar with the routine of the session. They readily help with tasks, such as tidying up at the end of activities. Staff use inventive methods to encourage them to do this. For instance, they use two-way radios to give children instructions to follow. Children enthusiastically take turns responding to commands by speaking into the radio. Staff gain valuable information from parents to support them to meet children's individual needs effectively. This includes children with special educational needs and/or disabilities. Younger children enjoy spending time with older children. For instance, older siblings join the early years children at snack time. Children behave well, sharing and taking turns appropriately with others. Staff keep them motivated through schemes, such as reward points. These schemes are implemented well. For example, they award reward points to children for eating healthy food at snack time. Staff build on children's understanding of the difference between healthy foods and treats. For instance, they talk to children about the foods they find in the book they read. Staff value the work children create. For instance, they display children's work around the room and put their models safely on display so that they can play with them later.

## Setting details

<b>Unique reference number</b>	EY392873
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10063607
<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 - 12
<b>Total number of places</b>	150
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Date of previous inspection</b>	12 August 2015
<b>Telephone number</b>	01235 467303

Super Camps at the Royal Masonic School for Girls registered in 2009 and is part of a chain of playschemes. The playscheme operates from 8am to 6pm on weekdays, during school holidays only. It employs 14 members of staff, some of whom have qualifications specifically relating to supporting early years children. The manager at the time of the inspection has qualified teacher status.

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