

Super Camps at Quinton House

Quinton House School, Upton Hall, Upton Lane, Upton, NORTHAMPTON
NN5 4UX



Inspection date	30 July 2019
Previous inspection date	4 April 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children			

Summary of key findings for parents

This provision is inadequate

- The manager and leadership team do not carry out the required Disclosure and Barring Service checks to ensure that staff are suitable to work with children. This places children's welfare at risk of harm.
- The manager does not ensure that staff who have not had their suitability fully checked do not have unsupervised contact with children. This compromises children's safety.
- During group times staff do not always help children to communicate well in social situations. They do not encourage children to listen to their friends, or to consider each other's contributions to the conversation.
- Staff do not ensure that all toys and resources are in good working order. This means that children cannot always follow their play or explore their ideas fully.

It has the following strengths

- Staff provide children with a wide range of additional activities that supplement what is already on offer. For example, children recall with enthusiasm a visit from animal experts and the opportunities they were given to learn about, and interact with, a number of different animals.
- Partnerships with parents are effective. Staff gather information from parents about their children's interests and preferred ways of playing and learning. They use this information to help children settle in quickly. Staff keep parents well informed about their children's daily activities. Parents are complimentary about the provision.
- Staff ensure that children enjoy many opportunities to create and achieve. Children are thoroughly entertained when making 'superhero' masks and drawing pictures of aliens.

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 that a Disclosure and Barring Service (DBS) check is completed for all staff	20/08/2019
ensure that staff do not have unsupervised contact with children until their suitability has been fully checked.	20/08/2019

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

- help children to listen more to each other in discussions to extend their social skills and relationships
- ensure that the available toys and resources are in suitable working order to help children to follow their own ideas fully.

Inspection activities

- The inspector observed the quality of interactions during activities and assessed the impact these have on children's play.
- The inspector spoke with staff and children during the inspection. She completed a joint observation of an activity with the club manager.
- The inspector held a meeting with the manager and members of the leadership team. She reviewed relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector viewed areas of the premises used by the children.

Inspector
Vicky Weir

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider does not ensure that new staff complete the necessary Disclosure and Barring Service (DBS) checks. This means that the manager does not know if all staff are suitable to work with children. She has not put in place any measures to ensure that staff do not have unsupervised access to children until all of their suitability checks are completed. This compromises children's safety and well-being. However, staff have a good knowledge of how to identify signs and symptoms of abuse. There are effective systems to record and report child protection concerns if these arise. The leadership team helps staff improve their knowledge and skills well. For example, the induction they provide helps staff to understand their role and responsibilities. They observe staff regularly and make suggestions that help them further develop their practice. The leadership team reviews aspects of the provision and considers the views of staff, parents and children to make improvements. For example, following feedback, they have provided better opportunities for younger children to rest and relax.

Quality of teaching, learning and assessment is good

The high levels of staff qualifications reflect well in the overall quality of interactions between children and staff. Children enjoy a range of activities that are based on their interests. Staff are enthusiastic in their support of children's play and are particularly skilled at developing children's imaginations. For example, staff extend pretend play when children use toy cars by encouraging them to imagine they are journalists reporting on a car race. Staff encourage children to write headlines for a newspaper story based on the race. Children learn to adapt their voices to convey a style of sports commentary. Staff skilfully use this opportunity to help children consolidate skills they have gained in school. As a result, children write and spell words accurately, such as 'trouble'. Staff explain complex ideas in a simple way for children. This helps children to develop their understanding of the world very well. For example, they learn about the benefits of recycling.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare and safety cannot be assured. Despite this, staff are friendly and caring towards the children. They help children to settle in well. Staff introduce new children to those children already in attendance, and encourage them to include new starters in their play. Staff place a high priority on teaching children how to manage small risks. For example, each morning they discuss with children the agreed safety rules. Children generally behave well. Staff help children to consider how their actions may cause another child discomfort or distress. Staff make sure they get to know children as individuals. Children take part in daily energetic play in the extensive grounds. Staff help children learn how to stay healthy. For example, they explain why it is important to have regular drinks and remind them to wash their hands before eating.

Outcomes for children are

Setting details

Unique reference number	EY368500
Local authority	Northamptonshire
Inspection number	10074067
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	80
Number of children on roll	153
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Date of previous inspection	4 April 2016
Telephone number	01235 467303

Super Camps at Quinton House registered in 2008. The setting employs five staff and of these, three hold qualified teacher status. The setting opens Monday to Friday during school holidays. Sessions are from 8am until 6pm.

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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