

Camp Cumbria

Eaglesfield Paddle C of E Primary School, Eaglesfield, Cockermouth,
Cumbria CA13 0QY



Inspection date	12 August 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Managers, leaders and all staff are energetic and highly motivated. They aspire to ensure that every child attending the camp has 'the best summer ever'.
- Introductory routines, such as the ice breaker sessions, actively support children to feel welcome, settled and secure in the camp. A friendly ethos is strongly promoted by staff, and children of all ages come together to form early friendships effortlessly.
- The highly qualified staff provide a vast range of adventurous and fun activities, such as science experiments and survival skills sessions, that actively capture children's interest. These contribute towards the life-long skills that children begin to adopt.
- Staff lead by example. They give clear messages to children about the expectations for behaviour and safety from the outset. Children play cooperatively with others and take turns without prompt. They wear appropriate protective clothing, such as a helmet when riding a bicycle, to help to keep themselves safe as they play.
- Staff provide a great deal of opportunities for children to play outdoors in the fresh air to promote their good health. They welcome children to challenge themselves on equipment, such as the climbing tree, to help to further advance their skills. Children flourish with confidence and welcome the continued praise they receive from staff.
- Where opportunities present, staff do not develop strong enough links with schools that children attend, to further enhance children's experiences within the camp.
- Although the systems for self-evaluation are inclusive, areas for improvement are not targeted scrupulously enough, to help to drive development forward most effectively.

What the setting needs to do to improve further

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

- establish stronger links with other settings that children attend, including the host school, to further enhance children's experiences within the camp
- strengthen the current systems for self-evaluation and identify more precise and targeted priorities to improve, to help to drive the development of the camp forward to an outstanding level.

Inspection activities

- The inspector looked at the range of activities provided, indoors and outside, and observed the interactions between staff and children.
- The inspector spoke with staff and children at appropriate times during the inspection. She held a meeting with the manager.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector looked at evidence of suitability, a record of staff qualifications and training, policies and procedures and health and safety records. She discussed the systems for self-evaluation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff complete a broad range of safeguarding training as part of their robust recruitment procedures, and this is refreshed regularly. They have a good knowledge of all aspects of safeguarding, including the procedures to follow to protect children's welfare. Children's safety is acutely considered and risks are swiftly minimised. For example, due to the increased number of wasps in the outdoor environment at this time of the year, staff encourage children to eat indoors to help to reduce the risk of any stings. Induction procedures are thorough. For instance, new staff are given opportunities to shadow more experienced staff, to begin with, to help them to gain a good awareness of their roles and responsibilities. Constructive staff feedback sessions and regular training are focused on helping to enhance staff's expert knowledge, skills and practice. Staff keep parents informed of the range of activities that their children take part in during their time at the camp. Parents comment that, 'Children feel safe, secure and comfortable in the camp and have opportunities to make new friends.'

Quality of teaching, learning and assessment is good

The highly qualified and experienced staff largely extend children's play and learning. They provide a good range of activities that promote children's lively involvement. Children maintain attention when listening to familiar stories, such as 'We're Going on a Bear Hunt', and readily join in with the repeated refrains. Staff interventions are positive and timely. For example, they swiftly encourage children to recreate the events of the story, using resources from their environment, to help to build on their early reading skills. Children respond well to this and readily select a range of sticks to represent a forest and use various stones to symbolise a cave. They keenly engage in bold scientific experiments that help them to create replicas of materials, such as snow. Staff involve children in fun games that help them to get to know others and improve their memory skills. They engage children in tasks, such as making pizzas, to help to equip them with some of the practical skills that they are likely to use throughout their lives.

Personal development, behaviour and welfare are good

Staff gather in-depth information from parents when children first start, to ensure that they have a good knowledge of each child's individual needs. The well-implemented system for key persons helps to ensure that children feel happy, settled and assured on arrival and during their time at the camp. Staff provide a good range of experiences that successfully promote children's social interaction. For example, during play outdoors, children enjoy working together to create a 'dog kennel' using the large construction materials that are made available to them. They demonstrate their good knowledge of different occupations and readily wear protective equipment, such as hard hats and high-visibility jackets, to help to ensure that they remain 'safe' and 'seen'. Consistent routines, such as encouraging children to wash their hands following outdoor play and before handling food, help them to adopt good hygiene practices. Children thoroughly enjoy taking part in their weekly trips out and have fun during exciting water games outside.

Setting details

Unique reference number	EY546426
Local authority	Cumbria
Inspection number	10099441
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 - 13
Total number of places	75
Number of children on roll	174
Name of registered person	Camp Cumbria Limited
Registered person unique reference number	RP900243
Date of previous inspection	Not applicable
Telephone number	01229 230877

Camp Cumbria registered in 2017 and is run by a private limited company. The camp employs six members of childcare staff. Of these, four hold qualified teacher status and one holds an appropriate qualification at level 3. The camp is open Monday to Friday, from 8am to 5pm, for five weeks during the summer holidays.

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