

# Ultimate Activity Camps at St Gabriel's School



St. Gabriels School, Sandeiford Priory, Newtown Road, Newtown,  
NEWBURY, Berkshire RG20 9BD

<b>Inspection date</b>	13 August 2019
Previous inspection date	28 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 leadership team has high expectations for its staff and has good policies and procedures in place to help them achieve these. Once settled, the professional staff know what is required of them and how to deliver it. Staff provide very good role models for the children.
- The leadership team gathers information about children's individual needs from parents before the start of the camp and shares this with key staff. However, at times, this information is vague or contradictory and needs clarification if staff are to provide the best continuity in care.
- Staff are very skilled in developing children's creative thinking and curiosity to investigate the world around them. Children look in more detail and marvel at nature. They investigate how things work, fix things and solve problems together.
- Children form secure attachments with key staff as the day progresses. However, these can be slow to start when staff do not prepare themselves well enough to welcome each individual child into the camp.
- Children learn a little about the similarities and differences of their lives compared with those of others. For instance, many take part in a brief and joyful fundraising activity to provide similar holiday clubs for children in another country. They get a glimpse of a different lifestyle and actively take some responsibility for helping others.
- Parents speak highly of the club staff and managers. They recognise the challenges of getting to know children very quickly. Parents say that, overall, their children are very happy at the club and that they feel reassured that their children are kept very safe on site.

## What the setting needs to do to improve further

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

- make better use of the morning briefing to share and check information given by parents to further support continuity in children's care
- strengthen the effectiveness of the key-person role at the outset of the day to help children settle in quickly and become more confident to explore further.

### Inspection activities

- The inspector observed, listened to and talked with children as they played.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the provider.
- The inspector looked at children's records, staff's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents spoken to on the day and reviewed written comments from parent questionnaires.
- The inspector undertook a joint observation with the provider and spoke with the staff about the impact of their training, experience and practice on children's well-being.

#### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is good

The leadership team follows thorough procedures to promote safe recruitment. They select high-calibre staff, such as qualified teachers, experienced early years professionals and students studying to be teachers and sports coaches. Staff are very skilled in managing children's behaviour, raising their enthusiasm for trying new activities and developing children's self-confidence. The club manager continues to appraise and guide staff to help them develop their practice even further. Managers ensure that staff supervise children well in all areas and activities at the club. For example, they deploy staff who are qualified in paediatric first aid across the camp effectively and make good use of radio contact to monitor children's care. Safeguarding is effective. Staff induction training equips staff with the knowledge and procedures they need to protect children and meet their welfare requirements. Staff know when and who to contact to safeguard children. They quickly secure additional medical care when it is needed.

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

Staff check that children understand the activities they have planned for the day and adapt them to meet children's interests. Children feel secure in staff's care and gain the confidence to share both their concerns and their absolute delight as they meet new challenges. Staff observe children carefully. They acknowledge the skills children have and quickly raise their aspirations to higher levels. For example, children learn tips to improve their batting and fielding skills in a game of scatterball. Staff encourage good teamwork and share their enthusiasm for children's efforts. Children learn the names of their peers as they cheer them on and thoroughly enjoy making new friends. Staff vary the range of activities they offer and balance periods of high activity with calmer times. Children enjoy using different apparatus safely and have time to develop their creative and imaginative play.

### Personal development, behaviour and welfare are good

Staff follow thorough risk assessments to keep children safe in the indoor and outdoor play areas and activities, including swimming. Children get plenty of physical exercise and enjoy exploring the wonderful parklands and fields. Staff prompt children to think carefully about what they might observe before they explore habitats, such as woodlands. They successfully nurture children's sense of awe and wonder. For instance, children become amazed at the diversity in just one wildlife area when they begin to think what they might find there. Children return from their adventures keen to share their excitement about their discovery of different footprints and the imaginative stories they have created around creatures that live in the woods. Children enjoy their time at the club. They meet new people and challenges, and become more self-assured as they succeed in new games.

## Setting details

<b>Unique reference number</b>	EY460219
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10112949
<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>	5 - 11
<b>Total number of places</b>	80
<b>Number of children on roll</b>	497
<b>Name of registered person</b>	The Ultimate Activity Company Ltd
<b>Registered person unique reference number</b>	RP901335
<b>Date of previous inspection</b>	28 July 2015
<b>Telephone number</b>	0330 1117077

Ultimate Activity Camps at St Gabriel's School registered in 2013 and is located in Newbury, Berkshire. The camp is open in the school holidays from 8am to 6pm. There are 21 members of staff in total, eight of whom work directly with the children in the early years age group. Of these, three staff hold qualified teacher status and another holds a degree in early years studies. One member of staff is qualified at level 3, one at level 2 and there are two students who support the team.

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