

Inspection of The Early Learning Camp

3 Blackhorse Road, Exhall, COVENTRY CV7 9FW

Inspection date:

4 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff are welcoming and friendly, and they form positive relationships with the children in their care. However, some of the very young children are unsettled following their transition from the baby room to the poorly organised indoor play space for children aged from two to four years. Staff offer comfort to individuals, but with limited support many young children lose interest in the limited choice of activities that are available to them in the playroom. Older children understand behaviour expectations and behave well. Staff adopt appropriate strategies for teaching younger children that some things are shared and to help them understand the importance of being kind towards others. Staff observe children and assess their stage of development. However, some staff do not consistently use what they know about children to challenge them effectively while they play. Some teaching practice is not flexible enough to ignite children's curiosity and support them in developing their own ideas. That said, children have access to outdoor activities that support their learning well. This includes a forest school area that the provider is developing. Older children understand and adopt the safety rules in forest school. They speak confidently with staff while they take part. Staff offer good support so that babies and young children progress from saying single words to forming simple sentences.

What does the early years setting do well and what does it need to do better?

- The manager of the provision has been in post for three months. The provider is working with her to identify the strengths and weaknesses of the provision and review systems for monitoring staff practice. The provider makes sure that all staff keep their mandatory training up to date. They welcome the support and guidance offered by representatives of the local authority. However, arrangements for the supervision of staff are not effective enough to ensure that all staff consistently challenge every child to make the best possible progress.
- The indoor space is not organised well enough to consistently meet the needs of the two-, three- and four-year-old children attending. All available space is not used and there are times when too many children are accommodated in one playroom. As a result, noise levels rise, and activities are not sufficiently matched to children's individual needs to extend and challenge them in their learning. That said, older children make good progress in their literacy and mathematical development. Their pencil control is good and they are learning to write their names. They understand the link between letters and sounds and they are learning to label quantities with numbers.
- Staff offer some opportunities for children to have a go and explore. For example, older children help to make play dough. They talk about the change of texture as they mix flour and water and decide what they need to do when the mixture feels too wet or too dry. The children use their good handling skills to

mould and roll the dough. That said, younger children show only limited interest in the dough that the older ones have made. Staff do not consider adding anything to the dough to inspire the younger children, such as colour or texture. Staff invite babies to paint, providing small pieces of paper, paint and brushes in pots. However, they do not consider offering babies the opportunity to explore the texture of the paint.

- Children are physically active every day. There are designated outdoor areas for the children under two years and for the older children, as well as the forest school area. Children practise riding and balancing skills while playing on the available equipment.
- Staff support children in managing self-care needs and simple tasks, such as putting on coats and boots. Older children learn to manage all-in-one suits and gloves before forest school activities.
- Children eat healthy food that is provided by a local caterer. However, mealtimes are noisy, with so many children being served their meal in the same room. Staff do their best to avoid waiting time, but the rush to get meals to children means that there is no discussion about their preferences, and they do not serve their own food or drinks. That said, staff are fully aware of, and address, children's different dietary needs.
- Parents say that they are very happy with the progress their children are making. They comment on good communication.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. The provider makes sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks indoors and outdoors. Recruitment and selection procedures meet requirements. Required staff-to-child ratios are maintained.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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develop staff supervision, providing the training, guidance and coaching necessary to ensure that all staff meet children's learning needs so that all children make as much progress as they can	27/03/2020
make sure that the indoor space is organised in a way that meets the needs of the children	21/02/2020
provide activities that consistently challenge children in accordance with their different stages of development and interests, and ignite their curiosity and enthusiasm for learning	27/03/2020
improve teaching practice, providing more opportunities for children to explore, investigate and develop their own ideas.	27/03/2020

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

- help children focus by limiting noise, and making spaces visually calm and orderly.

Setting details

Unique reference number	EY553528
Local authority	Warwickshire
Inspection number	10139491
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	41
Number of children on roll	73
Name of registered person	The Early Learning Camp Ltd
Registered person unique reference number	RP553527
Telephone number	07453304518
Date of previous inspection	Not applicable

Information about this early years setting

The Early Learning Camp registered in 2018. The setting employs 11 members of childcare staff. Of these, nine hold early years qualifications ranging from level 2 to level 7, including two with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as required records and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

We carried out this inspection 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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