

Inspection of Super Camps at St Dunstan's College

St. Dunstons College, Stanstead Road, LONDON SE6 4TY

Inspection date:

18 February 2020

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the holiday provision highly motivated. All children, including those with special educational needs and/or disabilities (SEND), settle quickly. Staff interact well with children and offer lots of praise. In addition, children enjoy the rewards system identifying positive behaviours and individual achievements. This gives children a strong sense of belonging. Staff provide children with a broad range of age-appropriate activities. They develop their physical skills during free play, such as the bouncy castle. Older children develop their creative skills building with clay. Young children access mark-making materials, such as chalk, pens and pencils, on paper and large flip charts. Children develop good physical skills. Children are well behaved. They share and take turns extremely well. For instance, during construction play, young children work together to make their 'Big Ben' structure stable. They are eager to share their achievements. This builds on their language and self-esteem. Children's awareness of risks is exceptional. Young children confidently explain the procedures during emergencies. During imaginative play, they take great delight in pretending to be firefighters managing fires. Older children know which areas of the building they must always access in pairs. Children have a good understanding of how to keep themselves safe.

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

- Leaders place a high priority on ensuring staff receive regular support. For example, staff are positive about the benefits of an 'away' day. They receive useful information about the ethos of the provision and safeguarding. Additionally, staff have daily discussions about the learning environment and receive ongoing supervision meetings. This helps to improve experiences and outcomes for children.
- Staff remind children about the importance of staying healthy. Children relish the opportunity to discuss the healthy snacks and meals they have in their packed lunch. They show this when they identify and name the different types of fruit they enjoy eating. Staff skilfully discuss information about nutritious snacks. In addition, children receive reward points for the healthy choices they make.
- Children have lots of opportunities to be physically active, inside and outdoors. Staff are good role models and play with children to help them to develop new skills. For example, older children develop their hand-eye coordination using bats and balls. Young children run around outdoors using different types of equipment. Children build their confidence during activities such as swimming sessions in the pool.
- Leaders have good relationships with parents. They gather detailed information when children first start to ensure any health and care needs are clearly identified. Staff plan the day and provide age-appropriate activities that interest

children. Parents comment on how quickly children form friendships in the holiday provision. This helps children feel safe and provides good continuity of care.

- Staff support children to respect each other's differences. Children are respectful to others. Staff plan the environment to help children access all activities. Children, including those with SEND, are secure and confident. Children show this when they share their ideas about what they would like to do. They independently make choices, such as group activities or sitting quietly to read books. This builds on children's emotional well-being.
- Staff support children to be independent. They follow good hygiene practices. Children wash their hands before snack time and between activities to help reduce the spread of germs. Young children are encouraged to manage their hats and coats. Children confidently ask for help when they need to. Children become confident in their own abilities and learn how to do things for themselves.
- Leaders gather feedback from parents and children. For instance, parents complete an online questionnaire. At the end of each day, children give feedback to the whole group. This enables staff to evaluate their practice effectively.
- Children speak positively about the holiday provision. They comment on the fun they have doing different activities and playing with their friends.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure all staff have a good understanding of their responsibilities regarding child protection. They ensure robust recruitment processes are in place. Staff attend training to keep their knowledge up to date. They know what to do if they have concerns about children's welfare. In addition, staff have a good understanding of the possible signs of abuse, including exposure to extreme views or behaviours. Policies are in place to ensure parents understand how the provider keeps children safe. In addition, visitors read the safeguarding leaflet to give them details of the reporting requirements should they have any concerns.

Setting details

Unique reference number	EY479528
Local authority	Lewisham
Inspection number	10176878
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 at time of inspection	4 to 8
Total number of places	50
Number of children on roll	45
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Telephone number	01235 467303
Date of previous inspection	24 August 2016

Information about this early years setting

Super Camps at St Dunstan's College is part of a chain of multi-activity day camps for children. The club registered in 2014. It is located in Catford, within the London Borough of Lewisham. The club operates from 8am to 6pm each weekday during school holidays only. There are four members of staff, including the manager. One holds a childcare qualification at level 6, one holds a level 3 qualification and 2 are unqualified.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector observed interactions between staff and children.
- The inspector took a learning walk with the manager and observed areas used by children to check if these are safe and suitable.
- Discussions were held with the staff and children at appropriate times throughout the inspection.
- The views of parents were taken into account.
- The inspector looked at the documents available, including children's attendance records and policies and procedures.
- The inspector discussed how the early years provision was organised and how the manager plans activities for the children.

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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