

# Inspection of Active Day Camps

University College School Junior Branch, 11 Holly Hill, London NW3 6QN

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Inspection date:

2 August 2021

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are very happy and safe during their time at the club. There is an effective key-person system implemented for early years children. This helps children to feel settled and safe. Staff expect children to behave well and establish very clear ground rules for the children to follow. Children are encouraged to treat each other with respect.

Children can relax and spend time reading quietly in comfortable and cosy reading areas. Staff encourage children to make choices about their play. Children are interested in the variety of activities on offer. For example, children create colourful arts and crafts, construct high towers with building blocks and make pretend tea and coffee in their play kitchen.

Due to the COVID-19 (coronavirus) pandemic, the club has now created 'bubbles' to reduce risks to children. All 'early years' children remain together throughout the day and use different areas of the school where the holiday club is held. Staff report that this has not had a negative impact on the children's overall experience. Children have a main playroom and have access to indoor classrooms and outdoor spaces due to effective and safe planning.

Partnership with parents is good. A parent commented that their 'child had the most wonderful time'.

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

- The manager and staff regularly reflect on their practice and assess the quality of the provision. Staff say they are well supported by the manager and have good training opportunities to develop their practice. Staff enjoy working at the club. This is evident as many staff have worked at the club for several years. Robust, continuous induction helps to ensure that staff are suitable to work with children and have a strong understanding of their role.
- Staff encourage children to develop their independence. Children know where to find their favourite toys and choose what they would like to play with. Staff support children to develop their self-care skills. For example, younger children find their own packed lunch boxes, wash their hands, and use the toilet independently.
- Children comment that they enjoy their time at the club. They tell the inspector that staff are kind. Children play together harmoniously and express themselves well. They learn to share and take turns during their play. They are kind, polite and show concern for others.
- Children demonstrate positive attitudes towards their play and learning. They

play games with one another and happily engage in conversations. Children use their small-muscle skills while drawing and sticking small dots on their creative pieces.

- The manager carefully considered the children's needs after they were primarily at home due to COVID-19. He identified that time outdoors was a priority for children to develop their physical skills. Outdoors, they develop good large-muscle skills and show physical dexterity as they play ball games. Children shriek in delight as they play 'across the river', running to avoid balls. They listen well as outdoor team games are explained and concentrate to win for their team.
- Hygiene practices are consistently followed and understood by staff and children, such as handwashing when coming in from outside and before eating. This helps to promote children's good health and their understanding of healthy lifestyles. However, snacks and lunch provided by some parents are not always healthy, for example crisps for a snack. A greater emphasis to provide healthy food, will be beneficial for the children.
- Children listen to staff and follow the club rules. For example, they know when they hear '1,2,3 freeze' to 'stop and listen'. They know they must hold onto railings while climbing up and down the stairs leading to the outdoor areas.
- The friendly and approachable staff team deploy themselves well to ensure the effective supervision of children. They are aware of their surroundings and know when to take action to minimize any risks to children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children from harm and are clear about their role and responsibilities to safeguard children. Staff talk confidently about what they would do if they had any concerns about a colleague. They understand how to report these concerns in line with local safeguarding procedures. All staff attend meetings to ensure their safeguarding knowledge is kept up to date. Robust risk assessments ensure that the setting is safe. Safe and robust recruitment and induction procedures help staff to understand their roles in keeping children safe.

## Setting details

<b>Unique reference number</b>	EY549647
<b>Local authority</b>	Camden
<b>Inspection number</b>	10174016
<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 at time of inspection</b>	3 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Active Day Camps Ltd
<b>Registered person unique reference number</b>	RP549646
<b>Telephone number</b>	07887712877
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Active Day Camps registered in 2017 and operates from University College School, junior branch. The club operates during school holidays Monday to Friday from 9.30 to 3pm.

## Information about this inspection

### Inspector

Karren Thompson

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager showed the inspector around the areas of the school that the club uses. He talked about the resources and activities provided for the children.
- The inspector observed children playing indoors and outdoors and spoke to staff in the setting.
- The inspector sampled some of the settings documentation, including risk assessments and the safeguarding policy and procedures.

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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