

Inspection of Super Camps At Glenesk School

Glenesk House Preparatory School, Ockham Road North, West Horsley,
Leatherhead, Surrey KT24 6NS

Inspection date:

12 August 2021

The quality and standards of early years provision

This inspection

Not met (with actions)

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Overall, children are happy, settled and show good levels of emotional well-being. However, children's safety is not assured within the club due to weaknesses in safeguarding procedures.

Children are eager to come into the club and quickly become engaged in play. They enjoy playing with the vast range of resources and play materials available to them. They play well alongside other children and are kind, caring and considerate towards others. Children of all ages enjoy the time they spend outdoors and become engrossed in activities, such as exploring for bugs in the garden.

Children's behaviour is good. They cooperate well and show respect for the club staff and other children. Staff offer children an abundance of reassurance and praise and are consistent in their approach to behaviour management. Children know about the setting's rules of behaviour and quickly respond to changes in the routine. They are aware that rules and boundaries help to keep them safe. For example, they know that if they hear the fire alarm, they must stop what they are doing, keep calm and listen to instructions from the adults.

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

- Although staff have completed safeguarding training, the provider does not check their knowledge and understanding to ensure that they carry out their role effectively. For example, during inspection the club manager was unable to identify the procedures to follow in the event of an allegation being made against a member of staff.
- The requirements for children's safeguarding and welfare are not met. The provider does not make sure that staff have a clear understanding of child protection policies and procedures.
- Staff are kind and gentle role models to children. They warmly praise them and value their ideas and achievements. Staff skilfully reinforce children's good behaviour through purposeful praise. Strong partnerships with other agencies, such as speech therapists, support children's learning.
- Staff interact well with children and, overall, follow their interests. However, staff do not always respond swiftly to the youngest children's curiosities. For example, when children want to draw pictures of insects, they do not swiftly provide resources to enable them to do this. Nevertheless, when they do provide resources and draw pictures, they encourage children to talk about their drawings. For instance, they encourage children to identify the distinct characteristics, such as how many legs and wings the insects have.

- Staff are effective in teaching children to understand the importance of leading a healthy lifestyle. Children know which foods are healthy and unhealthy and the importance of following robust hygiene procedures. Children enjoy an abundance of fresh air and benefit from regular exercise, as they explore and discover the various activities outdoors. For example, they ride bicycles and use apparatus with confidence.
- Staff complete regular checks on the environment to identify and eliminate any potential risks. They ensure that the premises are safe and secure, and children are well supervised.
- Partnerships with parents are good. Parents receive plenty of information about the camp. Prior to camp, head office staff work closely with parents to identify any adaptations to the camp's timetable to make sure every child is welcomed and fully included. Staff ensure that they share information with them about what the children have been doing during the day. Parents report positively about the club and how much their children enjoy attending.
- The key-person system is effective. Staff are clear about their role in helping children form secure attachments. Staff respond to children's emotional needs well. For instance, they recognise when the youngest children are getting tired and sympathise with them, such as telling them it will soon be time for a sleep. This helps children to settle and feel at ease.

Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding knowledge of staff is varied. The provider has not developed consistently robust safeguarding procedures to promote children's safety, welfare, and well-being. Although staff complete regular training the provider does not check that all staff, including those who take lead responsibility for safeguarding, understand the child protection procedures. For instance, procedures to follow in the event of an allegation being made against a member of staff. This puts children's safety at risk. Nevertheless, the provider has effective recruitment processes in place to help ensure that those working with children are suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff have a thorough knowledge of safeguarding issues	17/08/2021
strengthen supervision to identify gaps in staffs' knowledge, regarding safeguarding.	17/08/2021

Setting details

Unique reference number	2516021
Local authority	Surrey
Inspection number	10194534
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	2 to 9
Total number of places	80
Number of children on roll	36
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Telephone number	01234673000
Date of previous inspection	Not applicable

Information about this early years setting

Super Camps At Glenesk School registered in 2019. The club operates Monday to Friday, between 8am and 6pm, during the school holidays. The club employs seven staff, two of whom hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector
Ingrid Howell

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 and inspector carried out a tour of the premises to see how the setting organises the different spaces for children to do activities, eat and relax while at the club.
- The inspector observed the quality of interactions between staff and children as they took part in activities indoors and outdoors.
- The views and opinions of the children and parents were considered during the inspection.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children.
- The inspector sampled documentation, including staff qualifications, and evidence of paediatric first-aid training.

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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