

# Inspection of PH Camps - St John's (Tisbury)

St. Johns Primary School, Weaveland Road, Tisbury, Salisbury SP3 6HJ

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Inspection date:

11 August 2021

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

**This  
inspection**

**Not met (enforcement)**

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Previous  
inspection

Not applicable

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

### **This provision does not meet requirements**

Children's safety and well-being are not ensured at this setting. The provider does not assess the risks to children adequately and staff do not supervise children at all times, to keep them safe from harm. Staff do not know about all children's individual interests and additional needs. This means that staff cannot always provide the care needed to help children settle in.

Most older children arrive happy and keen to attend. They find their friends to play with, and share jokes and laughter with them and staff. Older children benefit from a range of activities, including lots of physical play to keep active children interested. For example, children play hockey, cricket and team games. They excitedly find places to hide when playing hide and seek. Children who are less interested in sports create imaginative games with friends or build things with constructional activities. As staff are unaware of newer children's interests, these younger children tend to wander and are not encouraged by staff to get involved.

Staff have adapted their practice to protect the health of children and families throughout the COVID-19 (coronavirus) pandemic. For example, they provide hand sanitiser for adults to use and wear face masks when caring for children indoors.

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

- The provider does not have effective arrangements in place for the monitoring, supervision and development of staff. As a result, the provider is unaware of the gaps in staff's knowledge and skills, and staff do not benefit from development opportunities to support them in their roles. For example, staff are unaware of their responsibilities to keep children in their sight or hearing and have not been trained to manage children's additional needs to protect their welfare and safety.
- The provider does not complete adequate risk assessments to keep children safe. Staff do not monitor areas of the premises that present a risk when children are unsupervised. This includes the wooded area next to a footpath, where members of public can see and potentially reach a child, and an unsecured door at the back of the school that leads to the car park and road.
- The organisation of children's information is poor. The provider does not ensure information is obtained from parents about their children's personal interests, emotional needs and behaviour. Consequently, some new children struggle to settle in and staff do not know what to plan for the children to support their interests. In addition, staff do not record the times of children's arrival at the setting, which is a requirement to monitor their attendance.
- The key-person system is not effective, and staff do not build good enough working partnerships with parents. Parents are unaware of who their child's key

person is. Staff do not know about younger children's individual interests and needs. Staff assigned as key persons to younger children are not always on site. At such times, staff who are present are unknown to parents and children.

- The provider does not ensure staff have the information, knowledge and skills to meet the needs of children with special educational needs and/or disabilities. As a result, staff are unable to support children's emotional well-being and keep them safe.
- Children benefit from kind and caring staff who are good role models and help them develop positive attitudes. Staff listen to children, respect their choices and encourage children to talk about their lives during quieter activities so that they get to know one another.
- Staff help children to develop healthy lifestyles. For example, staff encourage children to drink after active play and to wash their hands regularly. They remind children to sit when eating so they do not choke. Staff eat with the children at lunch to provide a sociable mealtime.
- Staff provide information for parents on notice boards so that they can read this when they arrive to drop off their children. This includes information about the activities available during the day, staff on duty and contact numbers should parents have any concerns about the setting or their children.

## Safeguarding

The arrangements for safeguarding are not effective.

The ineffective risk assessments and deployment of staff when children are unsupervised, do not ensure children are safe and secure at all times. The provider follows appropriate vetting procedures to ensure the staff employed at the setting are suitable to work with children. Staff understand the signs a child might be suffering harm and attend training to learn about some other aspects of safeguarding. For example, they understand the signs a child might be at risk of radicalisation and understand the policy for use of mobile phones in the setting.

## What does the setting need to do to improve?

**The provision is not meeting requirements and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure that staffing arrangements meet the needs of all children to keep them safe and that children are always within sight or hearing of staff	25/08/2021

improve the use of risk assessment to ensure children are not exposed to risks	25/08/2021
put in place appropriate arrangements for the supervision, monitoring and coaching of staff to ensure they have the knowledge and skills to meet the needs of the children in their care	25/08/2021
ensure arrangements are in place to support children with special educational needs and/or disabilities	25/08/2021
ensure the key-person system is effective, offers a settled relationship for children and builds a relationship with their parents so that staff are able to meet children's individual needs	25/08/2021
ensure a daily record is kept of the children's actual hours of attendance.	25/08/2021

## Setting details

<b>Unique reference number</b>	2632867
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10203419
<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>	4 to 14
<b>Total number of places</b>	45
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	PH Camps Ltd
<b>Registered person unique reference number</b>	RP550772
<b>Telephone number</b>	01225 701830
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

PH Camps - St John's (Tisbury) registered in 2021. It is located in Tisbury, Wiltshire. The group is open weekdays, from 8am to 5.30pm, during the school holidays. The group employs five members of staff with relevant sport experiences and qualifications.

## Information about this inspection

### Inspector

Bridget Copson

## 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 provider and has taken that into account in their evaluation of the setting.
- The camp leader led the inspector on a tour of the premises and explained how the early years provision is organised.
- The inspector observed the activities and staff interaction with children.
- The camp leader and the inspector discussed the leadership of the setting and suitability of staff.
- Parents and children shared their views of the setting with the inspector.

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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