

Inspection of The Early Learning Camp

3 Blackhorse Road, Exhall, COVENTRY CV7 9FW

Inspection date: 13 September 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

There has been a change of manager and some staff members since the last inspection. The quality of children's learning experiences is much improved. The play environment is stimulating, and children confidently explore and investigate different textures and materials in both the indoor and outdoor play areas. Children behave well and play cooperatively. They learn to share and take turns. Children happily take responsibility for daily routine tasks. For example, older children help to make sure food waste after lunch has been put in the small re-cycling bucket. They talk about the bucket getting full and one child says to another 'It's heavy, let's carry it together'.

The relationships between children and staff are very good and children are well prepared for a change of room and key person as they progress through the nursery. Babies benefit from the individual time and attention given to them by staff. They communicate through gestures and expression and staff effectively support older babies' emerging speaking skills. Two-year-old children are gaining independence skills. They initially paint using large brushes on a flattened cardboard box. They then decide to take off their socks and shoes so that they can dip their toes into the paint pallet. Children's learning continually builds on what they already know and can do.

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

- The provider, manager and staff strive for improvement to provide high-quality care and education, as shown by improvements made since the last inspection. The manager was appointed after the last inspection and she has developed an effective monitoring system that is helping staff to improve their practice. The organisation of space is much improved with the addition of a separate building for the pre-school children. This means that the space previously shared by all children aged two years and older is now used effectively to meet the needs of two-year-olds only.
- Staff observe, assess and challenge children effectively. They ensure that children make good progress. Staff are fully aware of what children know and can do. Staff consistently provide activities that inspire children to learn. That said, there are occasions when staff do not identify the learning potential over different areas of learning within the activities they provide. For example, staff do not recognise that very young children are practising core body strength, balancing skills, and movements that help them to develop handling skills when they make marks in different ways while standing.
- Children develop good skills that help them to be ready for the move on to the next stage in their education. Staff offer good support and work effectively with parents to ensure that children with additional needs and children who speak

English as an additional language make as much progress as they can. Parents initially provide information about their child's stage of development and care needs. Staff and parents then continue to share information regularly. Parents share very positive views about the provision.

- Staff continually support children in developing independence skills. Throughout the day, children make decisions about what to play with and whether to play indoors or outdoors. Older children serve their own lunch and discuss their likes and dislikes with staff.
- Staff support older babies in exploring their senses while they help to mix ingredients to make dough. Two-year-old children help to replenish the paint pallets that they are using for their outdoor painting activity. They match the paint dispensers to the colours in the pallet, and some can name different colours. Staff encourage the young children to use their good handling skills to press the top of the dispenser and squirt the paint into the pallet.
- Pre-school children are learning to link sounds with letters. They take part in an activity that involves decorating stones that they will use to register their attendance each day. Once they have painted their chosen stone, staff challenge them to sift through plastic letters and select the first letter in their name. Staff talk with each child about other letters in their name while writing it on the stone.
- Staff teach children to independently manage their personal needs and understand and adopt healthy habits, such as good hygiene practices. Children gain an understanding of the natural world through their enjoyment of regular forest school sessions.

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. They are aware of the duty to prevent children being drawn into situations that put them at risk. Staff identify and successfully minimise potential risks, indoors and outdoors. Security of the premises is addressed so that children cannot leave the premises unsupervised and unwanted visitors cannot gain entry. Staff recruitment and selection procedures, and staff to child ratios meet requirements.

What does the setting need to do to improve?

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

- build on current good teaching to consistently challenge children across different learning areas beyond the planned focus for some activities, and while supporting children's independent choice of activities.

Setting details

Unique reference number	EY553528
Local authority	Warwickshire
Inspection number	10145897
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 at time of inspection	0 to 4
Total number of places	60
Number of children on roll	87
Name of registered person	The Early Learning Camp Ltd
Registered person unique reference number	RP553527
Telephone number	07453304518
Date of previous inspection	4 February 2020

Information about this early years setting

The Early Learning Camp registered in 2018. The setting employs 17 members of childcare staff. Of these, 16 hold early years qualifications ranging from level 2 to level 7, including one 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 three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

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 their evaluation of the setting.
- The inspector conducted a learning walk with the manager and discussed the curriculum with her. She spoke with staff and children throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as 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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