

Inspection of Mega Camps Epsom

Blenheim High School, Longmead Road, EPSOM, Surrey KT19 9BH

Inspection date: 27 October 2021

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children of all ages demonstrate they feel happy at this friendly, fun holiday club. They are excited to arrive and join in the many stimulating activities which are available. Children enjoy a variety of physical activities. For example, they pretend to be different animals in dance sessions. Furthermore, children take part in a range of 'mega activities', such as bungee trampolining and magic sessions.

Children use their imaginations well. For example, they create collages of their favourite animals using different art materials. Children concentrate as they cut the different pieces of paper to stick on their creations. The younger children receive effective support from staff who listen attentively. This helps them feel safe and secure.

Children are kind and polite. They share their thoughts with staff about what activities they would like to do. This enforces their self-confidence and emotional well-being. Children behave very well. They listen well to staff and learn how to keep themselves safe. For example, they recognise the emergency signs and know what to do in the event of a fire. Children experience yoga and mindfulness sessions. They practise breathing and mindfulness techniques to help them relax.

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

- Experienced and qualified staff oversee the care of the youngest children. The provider ensures that younger children each have a key person. This helps to ensure the individual care needs of every child are met from the moment they start. Children form positive relationship with the staff, which contributes well to their personal development.
- Children behave very well and are polite and considerate towards others. Staff spend time listening to children and strongly praise their efforts. They model good manners throughout the day and children regularly use please and thank you towards staff and each other. Children follow instructions very well. For example, they tidy up promptly and sit on the floor ready for group activities.
- Staff use a variety of different books to encourage children to discuss how they are feeling and help them to manage their emotions. Children develop good friendships and work together as part of a team. For example, they listen to each other's ideas in a dance session as they pretend to be dinosaurs.
- Staff remind children of the importance of their own hygiene, helping them to learn about their own health and well-being. For example, understanding the importance of washing their hands before eating. Mealtimes are social occasions. Staff sit with children, talking about the different activities for the day and what they are eating. However, some younger children do not have time to finish all

their snack.

- Parents speak positively about the holiday club. They comment that staff are 'always enthusiastic' and 'helpful'. Staff gather information about the children that attend the holiday club and use this to meet their individual needs, including children with special educational needs and/or disabilities. Parents report that their children thoroughly enjoy the different activities that they take part in. They say they feel well informed on what their children have been doing.
- There is an established management team in place and, together, they accurately evaluate the effectiveness of the club. They continually make positive changes to help meet the needs of all children and to improve their daily experiences. For example, since the COVID-19 pandemic, management and staff have reflected on their practice. They recognised the benefit of keeping the same staff in the children's groups. This consistent approach supports staff to get to know the children well. .
- The provider has rigorous recruitment procedures in place to help ensure that staff are suitable to work with children. The area manager supports staff well through their induction and probationary period. She works alongside her staff, supporting practice. Staff have supervisions in place to improve professional development. They say that they feel valued by the management team.

Safeguarding

The arrangements for safeguarding are effective.

The provider, manager and staff have a secure understanding of the correct procedures to follow if they have concerns about a child. They have robust systems in place to support children's safety and welfare. Staff confidently describe the signs and symptoms of abuse and know who the designated lead practitioners for safeguarding are. They understand how to make a referral or contact other agencies if they have a concern about the behaviour of a colleague or other adult. Staff have a good awareness of wider safeguarding matters, including the 'Prevent' duty.

Setting details

Unique reference number	EY560556
Local authority	Surrey
Inspection number	10207664
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 13
Total number of places	80
Number of children on roll	124
Name of registered person	Mega Camps Ltd
Registered person unique reference number	RP534735
Telephone number	0333 012 4378
Date of previous inspection	Not applicable

Information about this early years setting

Mega Camps Epsom was registered in March 2019 and is one of a chain of privately run holiday schemes. It is located in Epsom, Surrey. The setting is open each weekday from 8am until 6pm during the school holidays. It employs 10 members of early years staff. Of these, two hold qualifications at level 3.

Information about this inspection

Inspector
Kelly Lane

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.
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- The manager and the inspector completed a learning walk together. The inspector observed staff practices and considered the impact these have on children's play experiences.
- The inspector held discussions with the management, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the staff suitability, and the recruitment 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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