

Inspection of Mega Camps Dartford

The Leigh Academy, Green Street Green Road, Dartford DA1 1QE

Inspection date: 26 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 are happy, confident and settled. This includes those who speak English as an additional language. Children enjoy their time at the club. They are eager to join in with the challenging and motivating opportunities that staff carefully plan for them. For example, they enjoy sliding down hills in 'slip and slide' water games and build dens in the woods. Children play well together and take turns and share happily. They are kind, polite and behave well. Children recap the camp rules daily and understand what is expected of them. Children are enthusiastic to share their favourite camp rule 'have fun'.

Children gain good understanding of healthy lifestyles. This includes them reminding each other to wash their hands with independence and talking about the importance of good oral health. Children are independent during their time at camp. For example, they are confident to choose their own play. Children enjoy physical play opportunities. They include each other in a variety of team games, such as dodge ball, rounders and they enjoy shooting foam targets in friendly competitions. Children are creative. They collect natural items, such as leaves, and make pictures of their favourite story characters with them.

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

- Staff get to know the children's personalities, likes and dislikes well. This starts before they start at the holiday camp. For example, staff ask parents to provide helpful information about their child, including questions about their favourite things to do. This enables staff to plan activities and experiences that they know will interest children in their play opportunities. Children settle quickly into the camp and are happy and confident. Staff encourage children to take ownership of their time at the camp and ensure that they feel listened to. For example, they share ideas with staff about what they would like to do and staff implement these into their activity plans.
- The managers and staff effectively evaluate their practice together. For example, they hold daily discussions to talk about how much children enjoyed their play experiences. Staff use their findings to support their future activity plans. The managers highlight that they wish to extend the already good range of resources even further. This is to ensure that they continue to keep children engaged in new and exciting play opportunities.
- The managers closely monitor the quality of care and play opportunities staff provide children. For example, they routinely observe staff as they interact and play with them. Managers provide staff with helpful advice to support their future practice. Staff are keen to keep up to date with new information and continue to build on their skills and knowledge. They attend regular training. For

example, they recently learned about how to support children to manage their feelings and emotions.

- Staff communicate with parents at the end of each day and keep them fully informed. For instance, they share information about what their child has enjoyed doing at camp. Before children start, staff send the activity plans to the parents to share with their child. This helps children understand what they will experience during their time at camp.
- Staff support children to gain respect and understanding of other each other's similarities and differences and those of the wider community. For example, they talk about different festivals such as Diwali. Children learn about traditions and customs of different cultures and religious beliefs. For instance, they discuss why children who are Muslim do not eat during sunrise and sunset, during Ramadan.
- Staff extend on children's ideas well. For example, when children talk about spiders they go on to make their own large spiders web, using tape. Children then use tweezers and their good hand-to-eye coordination to 'save' the toy spiders from the 'web'.
- Children are confident to communicate. They are happy to share their ideas and thoughts. For instance, they make up their own stories and songs and excitedly share these with their friends. Children act out being characters in books, such as when they slither on their stomachs to be a snake. Children have good opportunities to bring their imagination alive.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a good knowledge and understanding of safeguarding and child protection. They know who to contact to seek advice and how to report and follow up any potential concerns. Staff attend regular training to ensure that their knowledge remains up to date. Staff complete detailed risk assessments to help keep children, parents and staff safe. This includes how to help minimise the risk of COVID-19. For example, staff ensure that there are thorough health and hygiene routines in place. Children know how to keep themselves and others safe. For example, they intently listen to camp leaders and follow instructions that ensure that they remain safe during activities.

Setting details

Unique reference number	EY550175
Local authority	Kent
Inspection number	10130806
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 12
Total number of places	90
Number of children on roll	146
Name of registered person	Mega Camps Ltd
Registered person unique reference number	RP534735
Telephone number	07876343914
Date of previous inspection	Not applicable

Information about this early years setting

Mega Camps Dartford registered in 2017. It is a holiday club provision located in the grounds of The Leigh Academy in Dartford. The setting is open Monday to Friday from 8am until 6pm, school holidays only. The setting employs 14 members of staff, 11 of whom hold relevant early years qualification at level 2 and above. This includes seven members of staff who have a level 3 qualification and two members of staff have a level 6 qualification.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the setting has received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and staff and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the managers. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection the inspector spoke to the managers, children, parents and staff and considered their views.
- The inspector carried out a joint observation with the managers during a large group storytelling activity.

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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