

# Inspection of Laser Holiday Camps

Blundell's Preparatory School, Milestones House, Blundell's Road, TIVERTON,  
Devon EX16 4NA

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Inspection date: 12 April 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### **This provision meets requirements**

Children arrive eager to start the day and see what exciting activities are on offer. Leaders plan a wide variety of experiences for children, including having specialist teachers, for example, circus skills and martial arts. Children make choices, such as whether to play indoors or outdoors during free play. Staff are sensitive and thoughtful, enabling young children to make effective decisions. For example, they explain how they are going to be running around and getting hot in their next activity, so the children decide not to wear their dressing-up outfit. Children quickly develop strong bonds with staff and friendships with each other. This helps all children to feel secure and safe.

Staff listen to children and find out what they enjoy doing. For example, many suggest play dough; this is then included in the planning. This helps children to feel part of the group and know that adults listen to their opinions, as well as motivating their participation. Parents are very positive about the club. They comment that their children talk excitedly about what they have done and cannot wait to come back again. Parents confirm that they share important information with staff, so that staff can meet children's individual needs. Parents say their children settle quickly and suggest the club is like school but only the fun parts.

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

- Managers and leaders have a clear vision for providing high-quality care and experiences for children. They are mainly teachers and want children to have fun gaining skills which also support school, such as having a go, learning something new, being independent, making relationships and persevering with a task. Managers recognise that children have different strengths and that staff need to observe and talk to children to know what these are. They plan a wide range of activities to ensure that all children will take part in something they can excel in.
- Staff are enthusiastic about their work. They want to provide the best for children and continually evaluate their practice. The early years leader supports staff successfully, helping them to see effective practice and where they can develop their skills. She also recognises where she can support them even more. Managers provide good support for staff welfare and development. They invest in training for their staff and staff comment positively on the support they receive from managers; they know who to go to for further guidance.
- Children are confident communicators and are happy to express their views appropriately. Staff involve them in setting rules and boundaries, so children take ownership for managing their behaviour and learn to resolve any conflict. Staff provide sensitive support for children to think of others and manage their

feelings, so children are polite and share resources. They celebrate their own successes and those of their friends, recognising they all have different skills.

- Staff encourage children to have healthy practices. They ensure children have plenty to drink and lots of opportunities for physical play. For example, they have fun learning new skills, such as spinning plates and develop their large-muscle control on the bouncy castle. Children take care of their personal needs and daily hygiene routines.
- Children are eager to take part in art and craft activities and are pleased with their achievements. For example, they decorate Easter chicks with their own designs, persevering with problems they encounter, such as peeling the backs off stickers. However, occasionally, staff are too quick to do things for young children, such as threading ribbons for them, instead of supporting independence even further.
- Managers ensure staff provide a fully inclusive environment for children. They inform staff daily of the children attending and where they may need additional support for every activity. Although the club only runs for a couple of weeks, staff get to know the children well. Children with special educational needs and/or disabilities take a full and active role. Good communication with parents ensures consistent support for children, such as working together over behaviour management and individual needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and leaders have regular safeguarding training. They cascade this to all staff to ensure they know what to be aware of and the procedures to follow should they have concerns that a child may be at risk of harm. All staff know the whistle-blowing procedures and carry safeguarding information and contact details on them. Children respond well to the staff's high expectations and listen to instructions to keep themselves safe. For example, they know to hold their friend's hand and stay in line with their key person, when moving to another area of the extensive premises. Staff provide good supervision and keep children safe in all areas of the provision.

## Setting details

<b>Unique reference number</b>	EY563729
<b>Local authority</b>	Devon
<b>Inspection number</b>	10194518
<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>	3 to 15
<b>Total number of places</b>	100
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Laser Adventure Holidays Limited
<b>Registered person unique reference number</b>	RP910215
<b>Telephone number</b>	07855 012328
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Laser Holiday Camps is one of two privately owned and run multi-activity out-of-school provisions. It registered in 2018 and operates from Blundell's School, in Tiverton, Devon. The camp runs every Easter and summer school holiday for children aged 3-15 years. Four staff work with the early years children. The leader holds qualified teacher status and is a reception class teacher.

## Information about this inspection

### Inspector

Elaine Douglas

## Inspection activities

- This was the first inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken this into account in their evaluation of the setting.
- The managers showed the inspector the provision, discussed the safety of the premises and their intentions for children's care and experiences.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The early years leader and the inspector carried out a joint observation during a group activity.
- The inspector held a meeting with the managers to discuss leadership and looked at relevant documentation, including staff suitability.
- The inspector observed interactions between staff and children and spoke to staff at convenient times to assess their knowledge of the children and their understanding of safeguarding.

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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