

Inspection of Ultimate Activity Camps At The New Beacon School

New Beacon School, Brittain's Lane, SEVENOAKS, Kent TN13 2PB

Inspection date: 13 April 2022

**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 are excited and enthusiastic when they arrive at the club. After they are warmly welcomed by friendly staff they confidently find their instructor and friends. They are quick to join in activities at the start of the day and soon become immersed in play. Children have the opportunity to play quieter games and rest when needed. For instance, younger children have a separate room away from the main activity areas to use if they are feeling tired. This positively helps to support their emotional well-being.

Children understand the rules and boundaries of the camp and respond well to gentle reminders of these given by staff. They listen carefully to staff and follow instructions well. Children take turns, share resources and are kind to each other. For example, older children push their friends in the pedal carts to start them moving. Staff give plenty of praise and encouragement, which boosts children's confidence and motivates them to have a go at all activities. Children, including those who have not attended the camp before, are confident, happy and at ease with staff and each other. For example, at mealtimes they eagerly share stories about what they have enjoyed during the day.

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

- Staff are sensitive to children's individual needs. They provide flexible timetables, which consider the needs of the children in each group, including children with additional needs. Leaders and managers consider the emotional well-being of children effectively. For example, they place friends together in the same group. There is a good balance between adult- and child-led activities available throughout the day. For example, older children use the bouncy castle independently and staff support less confident children to join in games and make new friends.
- Leaders support staff well. They employ effective strategies to ensure staff feel valued and motivated. For example, staff attend supervision meetings where they discuss their well-being. Staff performance is monitored well. Staff complete training to help them develop their practice. This ensures children receive good quality care and well-planned activities.
- Children enhance their confidence and independence. Staff successfully support children to assess and take risks. For example, staff offer encouragement and closely supervise children as they try to reach the top of the climbing wall. Children develop their physical skills as they climb equipment and balance on beams.
- Staff provide an exciting and full timetable of a wide range of activities suitable for all age groups, including arts and crafts and swimming. Younger children

enjoy using their imaginations as they 'go on a bear hunt' in local woodland. Older children enjoy team games, such as dodge ball. Staff have very positive interactions with the children. They confidently know when to support children's play. For example, as a group of young children cross the drawbridge equipment, staff narrate the 'Three Billy Goats Gruff' story. Children join in the actions and scream with delight as 'the troll' chases them.

- Leaders deploy staff effectively to meet the needs of children. For example, staff with childcare qualifications look after younger children and qualified teachers supervise older children.
- Staff are polite, well mannered and positive role models for children. They are respectful to each other and the children. Staff swiftly and effectively address unwanted behaviour and talk to children about the effect that this behaviour has on others. Consequently, children's conduct is very good. They enjoy being together and making new friends.
- The leadership team work closely with parents to ensure staff can meet each child's individual needs. Robust enrolment and registration processes ensure staff have all the information required to keep children safe and happy. For example, parents have a unique code to give staff when they collect their children at the end of each day. Parents comment that their children enjoy their time at the camp and that communication from staff is excellent.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete safeguarding training. They confidently identify the signs and symptoms that a child is at risk of abuse or neglect. Staff know the processes to follow if they have concerns about children's welfare. The leadership team complete robust and detailed risk assessments of the environment and equipment to ensure children can play safely. Procedures for emergency evacuations are robust. Furthermore, staff practise fire procedures with the children, so they know what to do in an emergency. Robust recruitment processes ensure all staff are suitable to work with children.

Setting details

Unique reference number	2534531
Local authority	Kent
Inspection number	10208548
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	104
Number of children on roll	90
Name of registered person	The Ultimate Activity Company Ltd
Registered person unique reference number	RP901335
Telephone number	0330 111 7077
Date of previous inspection	Not applicable

Information about this early years setting

Ultimate Activity Camps At The New Beacon School registered in May 2019. They operate from New Beacon School in Sevenoaks, Kent. They provide day care during some school holidays Monday to Friday between the hours of 8am and 6pm. The provider employs eight staff members, of which one holds a relevant childcare qualification. Other staff have qualified teacher status.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed interactions between staff and children, indoors and outdoors.
- The inspector held discussions with staff, children and parents throughout the visit and took their views into account.
- The inspector looked at relevant documentation, including safeguarding documentation and suitability checks.

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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