

Inspection of Super Camps At St Thomas More Language College

St. Thomas More Language College, Cadogan Street, London SW3 2QS

Inspection date:

25 July 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 enthusiastic and eager to start their day at the holiday camp. Staff enthusiastically welcome children when they arrive. A designated key person greets the youngest children in the early years age range to further promote their emotional well-being. Children attending the camp from abroad are particularly well supported and reassured during the sessions. Children enjoy their time at the holiday club. They form close relationships with the kind and friendly staff. Children are supported well to make friends and eagerly greet friends they meet up with them again from previous camps. Children behave well and are familiar with the club's rules and routines. For instance, they are keen to take on tasks, such as tidying up, to earn their crew colour points to work together to win the 'trophy' at the end of camp.

Children make independent choices about the activities they want to take part in, particularly during outdoor sessions as they list the different games to play. They learn the importance of self-care practices and routinely wash their hands before mealtimes. Children develop a good awareness of the importance of healthy lifestyles and remember that they need to eat the healthy snack from their lunch box first before choosing something else.

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

- The manager leads an effective team, who are motivated to provide a good experience for children. Over the course of the camp, children are encouraged to share their ideas and favourite activities with staff to enhance their fun. For example, each afternoon children complete a feedback card detailing their favourite activity, which helps staff to understand their interests and build some activities around these.
- Children's language is developed through the conversations staff and children have with each other. Staff use conversations to extend children's vocabulary and talk about what they are doing. This supports those children attending from abroad to develop their skills in speaking English. Children are regularly praised, and they feel proud of their achievements. This develops children's sense of well-being and builds their self-esteem.
- Children have numerous opportunities during the day for fresh air and exercise. They thoroughly enjoy running around outside with their friends. Children display determination as they learn to hula hoop with friends. Older children support younger children as they throw the balls through the basketball hoops. Children work together to make up their own games, eagerly sharing their ideas and the rules for the game.
- Staff successfully support children's social skills and confidence. They are good

role models. Staff sit alongside children and engage in conversations, which supports children to feel listened to and valued. For instance, during arts and crafts, staff join children and together share ideas to make and decorate the 'villain' cups to enable all children to have input into the design.

- The staff team work well together and have support from the manager and the regional manager. The management team follow effective recruitment procedures. This ensures that staff are suitable to work with children and clear about their roles. Prior to each camp operating, staff complete various training packages. This helps them to familiarise themselves with policies and procedures.
- Staff have an on-site induction to understand the day-to-day operations of the camp, to enable sessions to run smoothly. However, on occasions staff do not communicate with each other after each session as to what is happening next and, therefore, transitions between sessions can be unsettling for children.
- Parents are impressed with the camp. They comment on the 'brilliant' service provided and feel thoroughly informed by the activity board on display detailing the activities their children enjoy throughout the day. They comment on the 'welcoming and polite staff' and state that their children 'cannot wait to return'.

Safeguarding

The arrangements for safeguarding are effective.

There are clear systems in place to ensure all staff complete safeguarding training prior to working at the camp. This means that staff know possible signs that a child may be at risk and understand the correct procedures they should follow. This supports children's safety and welfare. Staff understand the procedures to follow should they be concerned about a colleague's behaviour. Children learn to keep themselves safe. For example, staff gently remind them to remain seated while eating, and not to share food, as some children have allergies and intolerances.

Setting details

Unique reference number	EY559539
Local authority	Kensington and Chelsea
Inspection number	10194092
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	40
Number of children on roll	30
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Telephone number	01235467300
Date of previous inspection	Not applicable

Information about this early years setting

Super Camps At St Thomas More Language College registered in 2018. It is situated in the London Borough of Chelsea. The camp operates Monday to Friday from 8am to 6pm during the school holidays. The camp employs five members of staff, including the manager, all of whom hold a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the regional manager of the areas used by the camp to find out how they are organised, and the range of activities provided both indoors and outdoors.
- Children told the inspector about what they like to do when they are at the camp.
- Staff spoke to the inspector at appropriate times during the inspection.
- Interactions between staff and children were observed.
- Parents shared their views of the club with the inspector.

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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