

# Inspection of Super Camps At Kensington Preparatory School

Kensington Preparatory School, 596 Fulham Road, London, Middlesex SW6 5PA

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Inspection date:

26 July 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 excited and are keen to explore the activities on offer. With their parents, they spend time looking at the day's activity plan that is prominently displayed outside the entrance. This helps them to know their group and to decide what they would like to do from the moment they arrive. Children really enjoy communicating with the staff and their peers as they participate in a variety of activities. Children form new friendships and enjoy meeting up with friends from previous camps attended. Children show sustained levels of interest as they paint superhero capes and eagerly chat to each other about the special powers their cape has. All ages of children are inquisitive. They frequently ask the staff questions, and they often independently extend their line of questioning to obtain even more information.

Older children keenly engage in large-group times, sharing their knowledge of the group's rules and expectations for behaviour. Children explain confidently and articulately that they must not share food as their friends may have allergies and intolerances. Staff praise children for their contributions and help them to understand why some behaviours are not acceptable. Younger children develop a clear understanding of what is expected of them and learn how to keep themselves and others safe. Children are cared for by a staff team who enjoy the job they do. Children settle well and younger children are supported by staff when they find themselves in situations where they feel less confident, such as during large-group discussions. This helps children develop a sense of belonging, particularly for children visiting from overseas.

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

- The management team work well together to ensure a consistent approach to all aspects of the service. They lead their team of staff with enthusiasm and value staff's individual skills and abilities. Staff performance is effectively monitored, and staff receive praise for a job well done. Areas of improvement for individual staff are also swiftly identified and addressed to improve the quality of the service. Individual staff are supported to gain confidence in leading the activities and to become more familiar with the club's policies and procedures.
- Partnerships with parents are secure. Highly effective arrangements are discussed and agreed with parents to enhance their children's safety. Parents complete comprehensive forms detailing children's allergies and also the types of activities they like to do and those they are not so keen on. This helps staff to understand the different activities to provide and games to play. Although at times, staff focus too much on these planned activities and miss children's interests in things as the session evolves. Therefore, some younger children

quickly lose interest and become bored.

- Risk assessments are robust and arrangements to adapt routines are successful. For example, changes made to children's breaks and lunchtimes to enable children to have a more positive experience at these times are addressed and changes made to the routines discussed with all staff and clearly explained to the children.
- The activity sessions are well organised. Staff take opportunities to support children's individual levels of development as they arise. For example, younger children are supported to join in yoga sessions. Staff read books to the children and play word games that encourage them to have fun with words. Children eagerly engage in imaginative play as they dress up as queens and dragons. However, on occasions staff are too engaged and not always aware of what is happening around them as they interact with children.
- Staff ensure that children spend time outdoors frequently throughout the day. Children participate in activities to develop their physical skills. For example, older children eagerly encourage each other as they negotiate different ways to use the bars to cross the climbing apparatus while others keenly demonstrate their skill of walking using stilts. Younger children enjoy exploring the area, looking for different natural resources as they make potions.
- Younger children take on responsibilities that support their growing skills in becoming fully independent. They make decisions for themselves such as deciding on one piece of their packed lunch they want to eat mid-morning and which piece to save for an afternoon snack. Older children manage their personal care with little assistance from staff. They independently access the bathroom as required, collect their lunch packs and sit with their peers at lunch time. Staff support the children's understanding of healthy eating.

## Safeguarding

The arrangements for safeguarding are effective.

Secure arrangements are in place to ensure all staff are fully vetted prior to directly caring for the children. Recruitment and selection of staff procedures are secure in ensuring staff have the skills and experiences to fulfil their role. Children are supervised effectively in the vast outdoor space and the security of the premises is good. All staff have undertaken safeguarding training and understand their individual responsibilities to keep the children safe from abuse and harm. Staff are knowledgeable about who they must report their concerns to. They are confident with the procedures to follow and how to work in partnership with the local authority.

## Setting details

<b>Unique reference number</b>	2560555
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10221665
<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>	4 to 12
<b>Total number of places</b>	60
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Telephone number</b>	01235467303
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Super Camps At Kensington Preparatory School registered in 2018. It is located in the London Borough of Hammersmith and Fulham. The holiday club operates from Monday to Friday, 8am until 6pm during school holidays. It employs 10 staff including the manager who holds a level 3 qualification in childcare. All other staff hold relevant qualifications.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector completed a learning walk with the manager of the areas used by the camp to find out how they are organised, and the suitability of the premises as well as the range of activities provided both indoors and outdoors.
- 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.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the camp.

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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