

Inspection of Ultimate Activity Camps At The Royal Wolverhampton School

The Royal Wolverhampton School, Penn Road, WOLVERHAMPTON WV3 0EG

Inspection date:

29 July 2022

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

**This
inspection**

Not met (with actions)

Previous
inspection

Good

What is it like to attend this early years setting?

This provision does not meet requirements

Children's health and well-being are at risk because leaders do not fully support staff in identifying hazards and managing risks. Despite this, children enjoy their time at camp. They respond well to familiar routines, games and activities. For example, younger children enjoy playing a game of 'stuck in the mud'. They tap their friends' arms to free them from the mud.

Children's physical development is positively supported as they engage in a wealth of exercise. They talk to staff about prior experiences and their knowledge of the games they play. Children are confident to participate in group activities and demonstrate good social skills. They tell the inspector 'I've made a load of friends.'

Children have refined listening skills and they display high levels of concentration in competitive activities. They notice changes in physical movements and are confident to follow instructions. For example, when staff put their hand up to say 'stop', children quickly respond, and they stop their play to listen. Their behaviour is good.

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

- Children's safety is compromised due to weaknesses in the routine. At times, the routine is not structured to support all children to sit down when they eat. Therefore, children are at risk of choking. For example, children eat their snack as they wait for staff to escort them to the food hall. For some children, this means they eat as they continue to engage in physical sports. This goes unnoticed by staff.
- Leaders demonstrate high expectations for children's healthy eating habits. However, leaders and staff do not fully support parents to provide children with nutritious food in their lunch boxes to promote healthy eating while children attend the club.
- Children gain a good awareness of their community via well-planned activities and games. For example, children make three-dimensional batons, and they take part in the 'Birmingham Commonwealth Games.' At times, younger children are not always given opportunities during planned activities to make choices. This hinders their developing independence skills.
- Staff greet all children warmly as part of a morning welcome session. They ensure all children understand the camp rules, such as what to do in the event of a fire. This helps children to know and remember what is expected of them. Children are confident communicators. They ask questions to gain clarity about how to keep themselves safe.
- Staff send questionnaires home with children to capture their views. They

regularly evaluate children's ideas and use the information to plan future activities. Staff plan games which encourage children to feel safe and secure and get to know each other. This helps children to build positive relationships.

- Leaders create action plans to evaluate the service. They strive for continuous improvement. Staff regularly meet as a team to evaluate their practice and children's experiences. They benefit from training which focuses on improvement of skills specific to their job role. For example, staff who work with younger children receive training tailored to early child development.
- Since the COVID-19 pandemic, leaders have evaluated the key-person approach to ensure all children, including older children, have continuity of regular staff. This helps children to positively settle. Prior to starting, key persons find out what children are looking forward to. This ensures children's interests and expectations are supported from the outset.
- There are procedures in place to ensure a wealth of information is shared with parents prior to children starting. This includes a visual timetable of activities. Overall, parents are happy. They have knowledge of the activities children partake in. This includes swimming, archery and crafts.

Safeguarding

The arrangements for safeguarding are not effective.

Staff demonstrate sufficient knowledge of different types of abuse and key indicators for concern. They know to whistle-blow. Leaders provide staff with regular opportunities to refresh their safeguarding knowledge. Policies are easy to access and detail safeguarding information. Staff wear lanyards which provide them with contact numbers should they need to report a concern. They demonstrate the importance of talking to children about keeping themselves safe. However, staff do not always teach children good habits while eating, to reduce the risk of choking. Therefore, children's safety cannot be assured.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
minimise risks and hazards within the routines to reduce children's risk of choking.	19/08/2022

Setting details

Unique reference number	EY490105
Local authority	Wolverhampton
Inspection number	10219646
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 14
Total number of places	96
Number of children on roll	146
Name of registered person	The Ultimate Activity Company Ltd
Registered person unique reference number	RP901335
Telephone number	0330 111 7077
Date of previous inspection	18 August 2016

Information about this early years setting

Ultimate Activity Camps At The Royal Wolverhampton School registered in 2015. The provider employs nine members of staff. Of these, two hold qualified teacher status and one holds a relevant childcare qualification at level 3. Other staff obtain qualifications which specifically relate to their job role. The camp opens Monday to Friday during school holidays. Sessions are from 8am until 6pm.

Information about this inspection

Inspector

Mikaela Stallard

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.
- The operations manager and the inspector completed a tour of the premises.
- The inspector carried out a joint observation with the site manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's experiences.
- The inspector held discussions with the operations manager, site manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, children's registers and safeguarding policies.

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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