

Inspection of Super Camps At Oxford High School

Oxford High School For Girls, Belbroughton Road, Oxford, Oxfordshire OX2 6XA

Inspection date: 29 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 happy and settled in the camp. They swiftly form positive attachments with key staff, who provide the reassurance that they need to feel safe and secure. Children demonstrate excellent attitudes as they snuggle in to enjoy stories. They look and listen attentively, quickly becoming absorbed in stories about dinosaurs. Children learn the meaning of new words, such as 'titchy', which staff explain to them.

Children behave very well. They consistently demonstrate good listening, attention and high levels of enjoyment. For instance, children become deeply engaged in their construction block activities. They work together cooperatively and test out their own ideas. For instance, children discuss what they might need to do to provide strong support for their tall tower, so that it will balance on its own.

Children benefit from consistently high expectations from staff across the day. For example, they cooperate with well-established procedures for routine times. They listen and respond promptly, particularly when tidying up and when moving from one area to another for their activities.

Children comment on the variety of activities that they enjoy at camp. In particular, they enjoy the creative and construction activity options. These help them to build upon the skills they are learning at school.

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

- Staff recognise the importance of planning exciting activities that meet the needs and interests of the particular children attending the camp on any one day. They have developed a flexible way of working to enable them to seek children's views and preferences and weave these into the activities on offer.
- Managers are highly aware of the impact of COVID-19 on the children attending. They provide a wide range of specialist activities, such as mindfulness, swimming and team games. These help promote children's confidence, social skills and well-being.
- Staff help younger children to develop their vocabulary well. For example, during their play children name dinosaurs using the correct terms, such as pterodactyl. Staff extend children's thinking as they ask them about the things that dinosaurs eat. Children learn about omnivores and carnivores and explain what these are to each other.
- Staff promote positive behaviour well. For example, they recognise when children are doing something well and provide positive praise. Children collect 'Colour Points' which then accumulate, so that they can celebrate being awarded

the 'Colour Points Supercamps trophy'. This encourages children's good behaviour even further.

- Staff help children to learn the routines of the club. For instance, they use visual timetables to help the youngest children learn what is happening now and next. This helps new children in particular to have an overview of their activities and know what is expected of them.
- Staff help children to learn about how they can make healthy eating choices. For instance, at snack time, they discuss what they have brought for their snack, such as melons, banana and grapes. This helps children learn about healthy options that they can then choose for themselves at other times.
- Staff develop positive partnerships with parents. For instance, they are available each day to greet children on arrival and give feedback when children go home. For the youngest children, staff share information on a feedback form about children's day.
- Managers provide a thorough induction and training programme for new staff before the camp opens. This is helping all staff to have a consistent and secure understanding of camp policies, routines and procedures. Staff report that they feel very well supported in their roles and able to seek guidance from the camp manager if they need to.
- Managers foster a culture of continuous improvement and development within the camp. For example, they coach and mentor new staff to help them to build even further on the already positive elements of their practice. Staff are receptive to feedback and enjoy the opportunities they have to share their ideas with others.

Safeguarding

The arrangements for safeguarding are effective.

Staff implement robust procedures to keep children safe in the premises. For example, staff have set routines for moving between different spaces in the school building. Managers complete robust risk assessments to ensure that activities they provide are safe and suitable for children. For example, managers complete suitability checks for all visitors and specialist sessions. They ensure that visitors are familiar with their safeguarding procedures when on site. All staff have a secure knowledge of safeguarding procedures. For instance, they are able to explain company and also local safeguarding partnership procedures for referring any potential concern about children or staff practice.

Setting details

Unique reference number	2577101
Local authority	Oxfordshire
Inspection number	10239310
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	84
Number of children on roll	257
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Telephone number	01235467306
Date of previous inspection	Not applicable

Information about this early years setting

Super Camps At Oxford High School registered in January 2020. The holiday camp runs during all school holidays except Christmas at Oxford High School. Sessions run from 8am to 6pm each weekday. The camp employs eight members of staff. Of whom, two hold qualifications at level 6.

Information about this inspection

Inspector
Lisa Dailey

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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the area managers about the leadership and management of the setting.
- Staff spoke to the inspector at appropriate points during the inspection.
- The manager, area managers and inspector observed and evaluated a planned activity in the early years age range.

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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