

Inspection of Camp Glide At Chipstead Valley Primary

Chipstead Valley Primary School, Chipstead Valley Road, Coulsdon, Surrey CR5 3BW

Inspection date:

9 August 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 quickly settle into the club routines. They build warm friendships in wider social groups and interact well with each other, overall. On the rare occasions that children need support to behave well, staff speak with children about the impact of their actions on others. Children receive sensitive support from staff to discuss their feelings and re-engage with activities well. Less-confident children begin to engage with group activities. They acquire enough confidence to ask for support when they need it. Those children who are still developing their English-speaking skills receive support from friends at the club who share similar backgrounds. This helps them to settle into routines and understand what is expected of them.

Children have good opportunities to take part in activities that may be beyond their immediate experience. For example, children learn how to control their bodies in water. They show their independence as they manage self-care routines, including changing into swimwear before using the pool. Children build on their existing skills. They write their names after creating dream catchers. They develop their vocabulary, listen and pay attention during challenging activities, such as group guessing games. Children show that they have an enjoyable time at the club and are eager to return.

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

- The provider and manager work together well to deliver an effective service. They include the views of parents, staff and children in their reviews and evaluations. The use of technology, such as walkie-talkies, helps leaders to communicate effectively on the large school site. Leaders offer support and advice and deploy staff appropriately.
- The provider demonstrates a commitment to continuous improvement. Staff receive effective support to gain recognised qualifications. They are clear about their roles and responsibilities and work together well. Leaders involve staff in quality improvement programmes and regularly review staff performance. This helps staff to develop and enhance their professional practice.
- Staff are responsible for implementing centrally planned activities. Children make choices about what to do and enjoy collaborating with their friends during activities. Staff use agreed methods to support children who already need extra help to engage with activities. Very occasionally, staff do not organise resources well. For example, children find it difficult to independently carry out their ideas during creative activities. Some children would benefit from a stronger key-person approach to adapt activities and help children to fully engage in activities.
- Staff provide activities that help children to respect and understand others. For example, children draw maps of imaginary countries and create their own

language. Children show that they understand the differing needs of their friends. Staff value children's individual contributions and ideas. However, some children have fewer opportunities to see their own backgrounds reflected in the activities provided.

- Children develop their physical skills well, inside and outdoors. They manage their bodies well as they splash, swim and paddle in water, or play foot rounders in the fields. Children shriek with excitement and listen closely for their chance to run under parachute fabric. They develop their small-hand muscles as they carefully thread wool through small holes.
- Children behave well, overall. They listen to and follow instructions and understand what is expected of them. Children show their growing confidence. For example, they share 'fun facts' about themselves as part of larger group activities. Children plan for talent shows and are proud of their artistic skills. These activities help children to work with others and express their ideas.
- Parents report that their children enjoy socialising with new friends at the club. Children speak excitedly to their parents about what they do. Parents appreciate the friendly staff team and the support that they offer to children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are alert to potential risks to children, such as exposure to unsafe use of technology, domestic abuse or extreme views. They understand the procedures to follow if they suspect a child is at risk of abuse or harm, or if concerned about a colleague. Staff are vigilant and implement procedures effectively to help keep children safe. They check children's departure and return from play areas and conduct headcounts outdoors. Children learn how to keep themselves safe in the sun. Leaders deploy staff to help promote children's safety and manage risks appropriately. For example, a qualified lifeguard is always present as children swim. There are effective arrangements to check the initial and ongoing suitability of staff.

Setting details

Unique reference number	2536881
Local authority	Croydon
Inspection number	10208599
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	80
Number of children on roll	157
Name of registered person	Camp Glide Ltd
Registered person unique reference number	RP908022
Telephone number	07449532326
Date of previous inspection	Not applicable

Information about this early years setting

Camp Glide At Chipstead Valley Primary registered in 2019. It is located on a school site in Coulsdon, in the London Borough of Croydon. The club operates on weekdays during school holidays, from 8am to 6pm. Ten staff, including the provider, work with children. The provider and club manager hold relevant qualifications at level 3.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the club 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 provision.
- The provider showed the inspector around the areas of the school used by the club and explained how staff support children's enjoyment and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's engagement.
- The provider met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, relevant policies and evidence of staff professional development.
- The inspector spoke with staff, parents and children at appropriate times.

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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