

# Inspection of Activ Camps at St Paul's School

St Paul's School, Lonsdale Road, London SW13 9JT

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Inspection date:

17 August 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

Staff welcome children to the camp, who arrive eager and excited for activities to start. Parents and carers of children who use this setting speak highly of how staff communicate with them. They feel confident with the key staff who are assigned to look after their children. Staff are on hand at drop-off times to quickly settle children into groups of their familiar friends. This creates a positive atmosphere for children to be ready to start their day.

Children make independent choices about their play in the spacious indoor and outdoor environment. They engage for long periods of time when taking part in group games, such as tag rugby and relay races. Children openly talk about their favourite activity being swimming, which they take part in daily on the camp premises, alongside qualified instructors. Younger children enjoy reading stories with staff. They create their own pictures using colouring pencils and pens. Children talk about what they are making and use language to describe the words and letters that they are writing.

On occasions, when children do not want to participate in the activity planned, staff are quick to facilitate other activities of their choosing. This allows children to have freedom of choice and enables them to have ownership of their play. This has a positive impact on children's sense of belonging at the camp.

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

- The provider has high expectations for children's behaviour. Children's attitudes are excellent. Staff apply the camp's rules consistently and fairly across all age groups of children using the camp. For example, children discuss safety when using the swimming pool and inflatable apparatus. They understand why it is important to take part in safety discussions. Children manage their own feelings and behaviour. They have a mutual understanding of how their actions impact others.
- Children are positive about their play. They are eager to learn and take part in activities. Children take pride in their achievements and are encouraged to persevere and keep on trying.
- Managers and leaders genuinely care for staff's well-being and recognise that they are pivotal to the success of the camp. Staff are passionate about providing a high-quality and inclusive service.
- Staff speak highly of managers and leaders. They consider the training which they have undertaken to be of great benefit to their role. The manager provides feedback to staff regularly to improve their practice and reflect on how training has made an impact. They hold regular supervision sessions with staff to build

on their knowledge, discuss any concerns or to help develop their practice. Staff meet every morning to discuss the plans for the day. During this time, they consider children's individual needs and whether any additional support may be needed.

- The provider employs additional staff to assist children with special educational needs and/or disabilities (SEND). Staff adapt activities to provide an inclusive environment. The provider ensures that information is shared between parents and key staff at registration times to ensure that children with SEND get the same opportunities. However, the provider recognises that they could build on staff's knowledge of how to further support children with SEND with additional training.
- Staff plan a well-thought-out choice of activities for children. Children aged under five years are separated from those children who are older. This allows for additional age-appropriate activities, such as circle time and free play. Children are mixed within ability groups from the age of six years. Younger children learn modelled behaviours from older children. At times, when children need reminders to regulate their behaviour, staff swiftly support them in a respectful and engaging manner.
- Staff celebrate and listen to children's voices. Children speak highly of the camp and comment that they feel happy, safe and secure. They enjoy spending time with staff, who engage in conversations about what makes them unique. As a result, children feel that they can talk to staff about anything that is worrying them. The key-person system is effective.
- Children who speak English as an additional language are encouraged to use English at the camp. Staff encourage them to use visual prompts and cues to communicate with their friends and staff. However, they do not consistently gather key words in children's home languages to use within the camp, to enhance partnership working with families and strengthen the support to children who speak English as an additional language.
- Children take part in a wealth of physical activities to keep them active, healthy and energised. Staff encourage them to bring in healthy lunches and snacks. They actively encourage children's healthy habits through positive role modelling. Staff praise children's healthy choices in their lunch boxes. They talk about why these foods are good to fuel energy to the body. Staff encourage children to drink plenty of water and wash their hands before meals.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe. They supervise children effectively. Leaders and managers ensure that staff have undertaken thorough training prior to starting with the camp. They have robust safer recruitment procedures and fully vet staff to ensure their suitability to work with children. There is a clear and concise procedure in place for reporting concerns regarding children and staff. Staff carry out risk assessments and daily checks to ensure the suitability of premises. Staff ratios are adequate and the provider employs additional staff to support with

specialised sports, such as swimming.

## Setting details

<b>Unique reference number</b>	2588585
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10249046
<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 14
<b>Total number of places</b>	115
<b>Number of children on roll</b>	972
<b>Name of registered person</b>	Activ Camps Limited
<b>Registered person unique reference number</b>	2525187
<b>Telephone number</b>	07896546067
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Activ Camps at St Paul's School registered in 2020. It operates from St Paul's School in the heart of Barnes, in the London Borough of Richmond Upon Thames. The camp is open during school holidays from 8.30am to 6pm, Monday to Friday, for children aged between four and 14 years. The holiday camp employs 16 staff, four of whom are qualified specialist instructors and two who hold qualified teacher status.

## Information about this inspection

### Inspector

Jenna O'Sullivan

## 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 gathered views from parents.
- Relevant documentation was sampled by the inspector.
- The inspector observed staff interacting with children.
- Children talked to the inspector about what they enjoy doing at the camp.
- Discussions were held with the managers and staff at appropriate times during the inspection.

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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