

Inspection of Ultimate Activity Camps At Badminton School

Badminton School, Westbury Road, Westbury-On-Trym, Bristol, Gloucestershire
BS9 3BA

Inspection date:

24 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 are greeted by staff with a warm welcome when they arrive. Staff seek information about children from parents when they join, including their likes and dislikes. They use this information to plan the provision, which helps children to settle as quickly as possible. As a result, children feel safe and secure and are keen to join in with the extensive range of activities that staff offer. Children play well together, demonstrate good social skills and make new friendships. Staff promote this by introducing children to others and grouping children with those of a similar age. Children freely choose what they would like to do at their 'base camp'. These activities include arts and crafts or relaxing with a book. Children also have ample opportunity to be physically active in sporting activities, such as basketball and swimming.

Children show positive attitudes and respond well to the requests of staff, who have high expectations of them all. For example, children are keen to help with tasks, such as tidying away the toys. Staff praise them for their achievements, which motivates them further and promotes their self-esteem. Parents are pleased with the care their children receive and the opportunities children have while at the camp. They report how the staff are 'very professional' and their children are excited to attend.

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

- Managers lead their team very well. They use safer recruitment procedures to ensure all staff are suitable to work with children. Managers ensure new staff receive a detailed induction programme when they start. They also ensure staff undertake the relevant and mandatory training required to fulfil their role. Staff have opportunity to meet with their manager to discuss their ongoing performance and raise any issues. This helps staff to feel supported and to confidently provide high-quality provision for children.
- Children develop a good sense of self and individuality at the activity camp. Staff promote this by encouraging their self-expression in a variety of ways. For instance, children are invited to complete an 'All about me' form to communicate information about themselves. Children also draw pictures of family members and talk about home life with staff. This enables staff to get to know children well and helps children to feel valued.
- Staff encourage children to adopt healthy lifestyles. For example, as children participate in sport activities, staff remind them to drink water to keep hydrated. Staff also talk to children about healthy foods at snack time. They give guidance to parents about healthy options for children's lunch boxes. This helps children to develop good eating habits and learn how to keep themselves healthy.

- Staff ensure children learn rules and boundaries to keep themselves safe while attending. Staff encourage children to contribute to discussions about safety at the activity camp. For instance, when staff explain emergency evacuation in the event of a fire, staff ask 'should we stop to get our bags?' to which children respond 'no'. The interactive discussion helps to reinforce children's understanding of important safety procedures.
- All children, including those with special educational needs and/or disabilities, are supported well by staff. Staff seek information from parents before children start to ensure the provision meets their needs. For example, staff use a visual timetable with children to help them understand the routine and what is going to happen next. Furthermore, staff are vigilant with children who have medical needs, such as allergies. They take appropriate steps to eliminate cross contamination. They also follow the correct procedures when administering medicine.
- Staff help children to learn and practise many useful skills while they attend. Staff use effective interactions, such as asking open questions, to promote children's thinking skills. Staff support children to learn to work as a team. For instance, during sport activities they ask children to think of and discuss potential game strategies. They also encourage children to celebrate other's achievements by clapping and cheering. This helps children to develop respect for others.

Safeguarding

The arrangements for safeguarding are effective.

Staff are fully aware of their roles and responsibilities to protect children in their care from harm. Managers and staff undertake regular safeguarding training to help them recognise the signs and symptoms of when a child may be at risk of abuse. Staff know the reporting procedures should they become concerned about the welfare of a child. They also are aware of the wider safeguarding issues, such as how children may become subject to extreme or radical views. Staff know the actions to take should they become concerned about the conduct of a colleague.

Setting details

Unique reference number	EY556208
Local authority	Bristol City of
Inspection number	10119881
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	168
Number of children on roll	434
Name of registered person	The Ultimate Activity Company Ltd
Registered person unique reference number	RP901335
Telephone number	0330 111 7077
Date of previous inspection	Not applicable

Information about this early years setting

Ultimate Activity Camps At Badminton School registered in 2018. They operate Monday to Friday during the school holidays only, from 8am to 6pm. There are currently 14 staff working at the setting. The majority of whom hold qualified teacher status, and appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector

Michelle Grayling

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 provider.
- The inspector spoke to parents and took their views into consideration.
- A range of documentation was sampled by the inspector, including information on the suitability of staff, first-aid certification and the safeguarding policy and procedures.
- Discussions were held between managers and the inspector to evaluate the leadership and management of the setting.
- The inspector spoke with staff and children at convenient 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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