

Inspection of Camp Glide at Westvale

Westvale Park Primary Academy, Webber Street, Horley, Surrey RH6 8NQ

Inspection date:

2 November 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 excited to be going to the after-school club. Staff collect the children from their classrooms in the school. They gather information from the teachers to pass on to parents at collection time. The children chat enthusiastically with staff. Children greet their friends and siblings with hugs and smiles. Staff mark children on the register to ensure everyone has arrived safely.

Staff warmly welcome children into the club. They begin with a short group time to recap the club expectations and values. This helps children understand the rules and boundaries and helps to keep them safe. For example, staff remind the children to tell them if they are going to join the group of children and staff outside, so they know where they are. Children discuss the club values of caring, respect, responsibility, and honesty. They are very keen to answer questions and explain that caring means being kind to your friends and honesty means telling the truth.

Staff provide a variety of activities. They play alongside children to keep them engaged. The staff dress up and actively join in a role-play game. Children pretend to prepare food in the play kitchen 'Mama Mia's Restaurant'. They serve 'carrot and toast ice cream' which the staff enjoy enthusiastically.

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

- The manager provides a safe and fun environment for children before and after school. Children say they love the food at breakfast club, especially the pancakes. They also enjoy playing with their friends.
- Staff adapt activities for children of all ages. There is a safe space for children to run outside and ride bicycles and a quiet, calm space to relax in. Staff manage children's behaviour well. They know when to provide activities to help energetic children focus their attention. For instance, children go outside and collect sticks and leaves for a craft activity. Children keenly work together to look for sticks and are very proud of their treasures. The children decide to place the leaves under the sticks to stop the wind blowing them away, demonstrating good problem-solving skills.
- Parents say they are very happy with the club and their children ask to go every day. They find the staff friendly and have built a good relationship with them.
- Staff have procedures in place to ensure parents collect children safely. They relay information about the children's school day and their time at the club, such as the food they have eaten and the activities they have taken part in. This helps to provide continuity of care.
- Staff gather information about children effectively before they start, which helps

them to meet children's requirements. For example, as part of registration, they collect information about children's dietary requirements, allergies and medical needs. Staff share this information to ensure that they all meet children's individual needs.

- Staff organise group games well and include all children. They give instructions and encourage children to listen. Staff support younger children appropriately, so they can join in safely. Children play a game called 'cross the river'. They ask the crocodile if they can cross the river. The children squeal and laugh in delight as the crocodile chases them across the room. Staff ask children for their ideas, giving them ownership of the game to make them feel valued.
- Staff provide opportunities for children to develop their understanding of healthy eating. For example, during sociable snack times, children enjoy healthy foods, such as vegetables, and they talk about the foods they like to eat at home. Children also have opportunities to be independent. For instance, they ask their friends what they would like to eat and use tongs to serve them. This further encourages social skills and communication.
- Staff complete courses to develop their knowledge and skills. For example, they recently completed training to support children with special educational needs and/or disabilities. As a result of this learning, they put effective strategies into practice. For example, staff give children extra time to complete tasks or quiet time to calm down. This supports children's well-being and reinforces positive behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The manager completes recruitment checks, ensuring staff are suitable to work with children. Staff have good child protection knowledge and know how to keep children safe. They know the signs that a child could be at risk of harm or abuse and how to record and report their concerns. Staff have completed paediatric first-aid training and there is always a first aider on site. The manager completes risk assessments effectively. This ensures the site and activities are safe for children.

Setting details

Unique reference number	2599054
Local authority	Surrey
Inspection number	10251519
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	2 to 6
Total number of places	30
Number of children on roll	65
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 Westvale registered in July 2020 and is part of a chain of nine clubs. It is located at Westvale Primary School in Horley, Surrey. The club operates Monday to Friday, term time only. The breakfast club opens 7.30am to 8.40am and the after-school club opens 3pm to 6pm. The club employs four staff who hold a relevant level 3 qualification and three assistants.

Information about this inspection

Inspector

Lisa Smith

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.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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