

# Inspection of Super Camps At Charterhouse

Charterhouse Club, Dukes Drive, Godalming, Surrey GU7 2DE

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Inspection date:

14 February 2023

**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**

Children are greeted warmly by friendly staff. This helps to put them at ease from the start, particularly those new to the setting. All children are eager to enter the main hall, guided by staff. They quickly become familiar with the layout and place their belongings away, so that they can join in with the exciting activities; for example a game of dodgeball, drawing or playing with construction toys. Children really enjoy playing the team game as the staff member interacts with them enthusiastically. They giggle to each other as the staff member tricks them by pretending to throw the ball at them to catch. This gives children an opportunity to get to know the staff. They practise their throwing and catching skills with great control and coordination. This helps children to make a positive start to their day.

Children build respectful connections with staff and readily join in with children who are new to them. They talk politely to their peers and soon get to know each other. For example, children of different ages grouped together build a tall structure out of construction bricks. Older children sensitively support younger ones to join in. They show pride in their efforts and receive lots of praise from the staff. This helps to create an atmosphere of empathy and compassion towards others. Children's confidence increases as they begin to feel safe and comfortable at the holiday camp.

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

- Senior leaders are knowledgeable and very capable. They play an active role in evaluating the effectiveness of this provision by identifying the strengths and priorities for development. For example, leaders and staff work closely to monitor and improve their existing practice even more. This approach is addressed in different ways, such as signposting individuals to relevant training courses online. In this way, leaders and staff strive to provide the highest quality of care for all children.
- Staff take account of children's individual personalities and what makes them unique to plan activities that they are interested in. Parents provide details about their children's likes and interests, which help staff get to know them quickly. Children are given ample opportunities to share their ideas, which are valued and taken on board. For instance, children wish to hear songs while engaged in an arts and craft activity. They ask for Christmas songs and suggest their favourites. Children tunefully sing the lyrics to 'Jingle Bell Rock', as they apply their creative skills to make 'spy masks'.
- Children willingly join in discussions with staff and their peers. They share their knowledge and experiences confidently. For example, children talk about the difference between superheroes and spies. They impressively differentiate

between the two. Children talk to each other about what they will do when they get home, and say they will play 'spy games' with family members.

- Children's critical thinking skills are promoted well. For instance, they test out their ideas to build a 'rocket' out of large construction equipment. Children create the main part swiftly. They are given the time to consider their best options for the top part. After a few attempts, children successfully manage by placing two parts diagonally together. Staff show how impressed they are with children's perseverance skills.
- Children are encouraged to follow healthy routines, such as taking regular sips of water to stay hydrated. Staff are extremely vigilant and carry out effective procedures to ensure children's safety at all times. For instance, when children need to use the toilet, they are accompanied by a member of staff, because the setting is also used by members of the general public.
- Children behave well and adjust with ease to the high expectations of staff, such as sharing resources and being patient until it is their turn. Staff explain to children at the start of the day that they can be awarded points for positive behaviour. They are placed in teams named by colours with children of different ages. They respond positively to this system and work as a team towards the highest amount of points. During the inspection, children discuss among themselves what they can do next to gain more points. This approach is proving extremely effective and empowers children to demonstrate their best.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff show a clear understanding of how to keep children safe from harm. They are aware of potential signs and symptoms of abuse that may raise concern, including exposure to extremist views and behaviours. Staff receive regular safeguarding training to keep their knowledge current. Staff know the procedures to follow to report any concerns they have about a child's welfare. Robust risk assessments are in place to protect children and keep them safe. There are rigorous recruitment procedures in place to ensure staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	2621923
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10276002
<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 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Telephone number</b>	01235467303
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Super Camps At Charterhouse registered in 2019 and is situated in the Charterhouse Club in Godalming, Surrey. The camp operates Monday to Friday, between 8am and 6pm, during the school holidays. It employs six staff, three of whom hold qualified teacher status.

## Information about this inspection

### Inspector

Sonia Panchal

## 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 commercial operations manager and regional director and has taken that into account in the evaluation of the setting.
- The commercial operations manager, regional manager and the inspector completed a learning walk together and discussed how the camp activities are organised.
- The inspector talked to staff members and children at appropriate times throughout the inspection.
- The commercial operations manager and the inspector completed a joint observation together and evaluated the impact of staff interactions on children.
- The inspector viewed relevant documentation, which was made available on request, including staff's suitability to work with children.

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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