

Inspection of Atlas Camps Rodborough

Rodborough Cp School, Rodborough Hill, Stroud GL5 3RT

Inspection date:

23 March 2023

**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

Young children are collected from their classroom by familiar staff. They are delighted to attend the club and happily make their way to the cabin. Children put their belongings away and sit down to wait for the rest of the children to join them. They engage in meaningful conversations with the friendly staff team, who know them well. Young children are keen to talk to visitors and proudly show a 'good listening' sticker that they received in class.

Children choose what they would like to do from a number of thoughtfully planned play activities, prepared by staff. They behave well and approach activities with a positive mindset. Children choose to play in small groups or independently. Some work together to build a marble run, while others sit at the table to draw a picture. Young children receive support from staff to draw a car. Staff respond sensitively to young children's frustration as they call out 'I can't do it'. Staff reassure them and show their belief in children's ability. They respond to children with enthusiasm and share ideas to support them. For example, staff suggest that children trace around the outside of the object they wish to draw. Children listen to staff and watch attentively as they show them how to do this.

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

- Leaders and staff form strong partnerships with the host school. Staff collect young children from the Reception classroom and gather information from their teachers about their school day. This information helps staff to manage their interactions with children and support their emotional well-being. Staff ensure that any information received from teachers is passed on to parents when they are collected from the club.
- Children's enjoyment is at the heart of this club. Staff take time talking to children and get to know their individual personalities and interests well. For example, staff know children's favourite animal and which football team they support. Staff use this information to plan a broad range of inviting play activities. They recognise when a change in activities is required and swiftly make suggestions to support children's engagement.
- Children are familiar with the club's routines. They develop a sense of responsibility and help to tidy away the toys and resources before snack. Children understand the importance of healthy routines. They line up to wash their hands before sitting at the table to eat alongside their friends. Staff prepare balanced and nutritious snacks, which take into consideration children's individual dietary requirements. Children choose what filling they would like in their sandwich and thoroughly enjoy eating it before returning to their play.
- Children develop close relationships with the staff who care for them. They

giggle with each other as staff share jokes with them. Staff are good role models. They teach young children how to play games, such as snakes and ladders. Children learn to take turns, rolling the dice before their go. Children are well mannered. They pass counters to their friends, and say please and thank you.

- Leaders continuously reflect on the quality of the service they offer to children and their families. They visit the camps regularly to monitor practice, and send out regular surveys to seek feedback from parents. Leaders promptly act on comments from parents. For example, they explain how they worked with staff to provide a more substantial snack to support children who were extra hungry at the end of the school day.
- Older children interact positively with their younger peers as they play together. While finishing their snack, they play an animal guessing game. Children listen attentively as they ask each other questions about their animal. For example, young children ask 'does it live in water?' Children clap their hands to celebrate when they guess correctly.
- Effective induction procedures ensure staff have a good understanding of their roles and responsibilities. They complete mandatory training and access a wide range of online coaching and training opportunities to develop their confidence in their role. During supervisions, leaders identify areas for professional development and signpost staff to specific training to enhance their knowledge and positively impact children's experience at the club.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of safeguarding practice. They attend regular child protection courses and attend termly staff meetings to ensure their knowledge of policies and procedures remains up to date. Staff identify the indicators of abuse and are able to explain the procedures to follow should they need to report a concern for a child's welfare. They understand what to do in the event of a concern about a fellow staff member's practice. Staff demonstrate an awareness of how to make a referral to external agencies should they need to do so.

Setting details

Unique reference number	2623545
Local authority	Gloucestershire
Inspection number	10276066
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 11
Total number of places	24
Number of children on roll	24
Name of registered person	Atlas All-Stars Limited
Registered person unique reference number	RP901093
Telephone number	0800 772 0743
Date of previous inspection	Not applicable

Information about this early years setting

Atlas Camps Rodborough registered in 2021. It operates from a cabin on the site of Rodborough Community Primary School in Stroud, Gloucestershire. The camp operates from 3.15pm to 5.45pm, Monday to Friday during term time.

Information about this inspection

Inspector
Holly Smith

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 leaders and has taken that into account in her evaluation of the setting.
- The inspector observed staff's interactions with children and monitored children's engagement in a range of play activities.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector reviewed documentation including the suitability of staff and paediatric first-aid certificates.
- The inspector met with leaders to discuss how they organise and evaluate the setting.

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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