

Inspection of Super Camps at William Hulme's Grammar School

William Hulme's Grammar School, Springbridge Road, MANCHESTER M16 8PR

Inspection date:

5 April 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children's laughter fills the air of this vibrant setting. They are happy and safe. Children immerse themselves in deep play and show high levels of enjoyment. They behave well and show positive attitudes towards their play. Children cheer their friends on while they play football and embrace them with hugs for their achievements. Staff support children to have a good awareness of differences and similarities. Children relish learning about festivals and celebrations from around the world. They talk about what makes them unique, such as how some people wear glasses.

Younger children are fascinated while enacting roles of teachers. They hold dolls in their arms and sing to them. Children cannot contain their excitement while making 'magical slime'. They spend lots of time being creative. They like to paint, sing, dance and become enthralled while designing their own dinosaur egg. Staff support children's large-muscle skills exceptionally well. Children take part in relay races, ball games and compete in go-kart races. They complete an assault course and giggle with delight while developing their throwing and catching skills. Children show good levels of independence. They take care of their personal belongings and help to tidy toys away. Children gain good skills in readiness for their next steps in play.

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

- The provider has not kept Ofsted informed of all persons involved in the organisation of the setting. However, this does not have an impact on the safety or well-being of children. Leaders now understand the importance of keeping Ofsted informed.
- Leaders exhibit strong leadership skills. Their vision of wanting children to flourish and thrive through play is what makes this setting so unique. Self-evaluation is accurate and includes the views of staff, children and parents. Improvement plans are effective and leaders understand what they need to do in order to continually improve the setting.
- Staff have a secure understanding of playwork principles. They have created a play programme that truly captures children's interests and keeps them motivated to play. Staff obtain information from parents about children's fascinations and use this to plan exciting play experiences. Children thoroughly enjoy taking part in the vast amount of activities. They are intrigued while searching for treasure in sand and work together to build rockets. Children develop new skills during their play, such as writing facts about dinosaurs.
- Leaders give staff well-being high priority. Staff report that they enjoy working at the setting and the manager is 'fantastic'. Leaders ensure that staff attend a

variety of training. Supervision and appraisal systems are well established. Staff receive good levels of support, guidance and coaching from leaders. Staff morale is high and staff report that they are proud to be part of the team.

- Partnership working is good. Links with the host school, external professionals and the local community are robust. Parents are kept informed of their children's time at the setting. They receive regular updates from staff and are aware of the activities taking place. Parents value the setting and praise staff for their hard work.
- Care practices are good. A secure settling-in process helps children to settle quickly. Children have a strong sense of belonging and have high levels of self-esteem. They develop secure friendships and are confident to take on new challenges, such as learning how to balance on apparatus outdoors.
- The support in place for children with special educational needs and/or disabilities (SEND) is good. Leaders ensure that they fully understand the needs of children with SEND and work well with parents and external agencies. Children with SEND receive a bespoke play programme and flourish at this nurturing setting.
- Staff teach children about the importance of healthy living. They talk to children about good oral health and how to keep hydrated. Staff teach children about where food comes from and how vegetables are grown. Children discuss the changes in their heartbeat after running and talk about why exercise is an important part of keeping healthy.

Safeguarding

The arrangements for safeguarding are effective.

Robust risk assessments are in place and all areas of the premises are safe. Staff supervise children effectively. Leaders understand their role in keeping children safe and protected from harm. They ensure that staff are first-aid trained and that they know how to deal with accidents. Staff attend child protection training and understand the whistle-blowing procedure. They are aware of the indicators of possible abuse and know the local referral procedure. They know the steps to take should they be concerned with the conduct of a colleague. Children learn how to keep themselves safe while online and while away from the setting.

Setting details

Unique reference number	EY424542
Local authority	Manchester
Inspection number	10280398
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	5 to 12
Total number of places	60
Number of children on roll	16
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Telephone number	01235 467303
Date of previous inspection	18 August 2017

Information about this early years setting

Super Camps at William Hulme's Grammar School registered in 2011 and is located in Manchester. The setting employs five members of staff. Of these, two hold a qualification at level 5 and above. The setting opens Monday to Friday, during the Easter and summer school holiday only. Sessions are from 8am to 6pm.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation of the setting.
- The manager and the inspector had a learning walk around the setting, to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation of a play activity with the manager.
- Parents' views were obtained by the inspector through written testimonials.

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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