

Inspection of Camp Beaumont - Queenswood

Queenswood School, Shepherds Way, Brookmans Park, Hatfield AL9 6NS

Inspection date: 6 April 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

Children arrive happily at the camp ready to start their day. Children enjoy being in each other's company, where they share ideas of what to build and how to build with blocks. Children learn to connect the blocks and make suggestions to build a 'diving board'. They take turns and share their ideas and resources and welcome this as children praise each other by saying 'that's helpful'. Staff expertly extend children's learning through introducing colours and numbers to their play, such as 'one more', developing their mathematical skills.

Children comment that they enjoy coming to the camp. They like to play dodgeball and play with the bricks. They have made friends and say the staff are really friendly and kind. Staff are very warm and welcoming. Staff dress up as 'chefs' as they 'cook' in the role-play kitchen. Children learn to 'flip' pancakes. Staff provide children with lots of praise and encouragement, promoting their confidence and resilience to keep playing. Staff build suspense and excitement when playing tennis. Children tell staff when they are 'out' and keep score of the points.

Children's physical skills are developing well. Older children go on a hike where they look for wildlife. They discuss different types of deer they may see. Younger children go on a 'dinosaur hunt'. Children walk along the trail and are excited when they find toy dinosaurs. Together, they count how many dinosaurs they have found along the trail, making comparisons of how many they have found.

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

- Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and children to discuss their needs and how they can help them. Strategies in place have a positive impact on children's outcomes as they feel respected. Activities are adapted to meet their needs, therefore, promoting inclusivity and helping children to progress.
- Children learn about different cultures. They have recently learned about Ramadan, where they participated in a meditation session, reflecting on positive thoughts. They read a story about Ramadan to share what it is, enabling children to reflect on their own experiences and what is important to them. Staff say this has had a positive impact on children's confidence, to be able to share their experiences and learn about differences in the community. However, staff do not always challenge stereotypical language or behaviour. As children say 'men are stronger than women' this is not explored, and this has an impact on children's views and their opinions in the wider world.
- Children learn to manage their emotions and feelings through stories and yoga sessions. They discuss how they feel and learn breathing techniques. This helps

staff to promote positive behaviour and they teach children how to self-regulate.

- Staff are aware of the activities they offer and why. They are flexible with their approach and follow children's lead. If children have suggestions or ideas, activities are adapted to keep them engaged. For example, children show an interest in 'The Gruffalo' story. Therefore, they read story and went into the forest to find the Gruffalo and continued to read the story as they went along. They searched the forest to look for clues until they found the Gruffalo.
- Staff feel very supported by management. They have a robust induction procedure in place to ensure staff are well prepared for their job role. Management regularly approach staff to discuss their well-being. The manager regularly reflects on staff's practice and provides feedback on their strengths and areas they can improve on to promote enhanced outcomes for children.
- Parents comment they are happy with the camp and their children enjoy going. Staff are friendly and provide a range of activities for children. Parents like the communication they receive regarding the activities children will be participating in during the day. The staff meet with parents when children first start to review children's interests and needs, enabling staff to support children from the beginning. This has had a positive impact on children's confidence.

Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment procedures in place to ensure staff are suitable to work with children. New staff have good training on safeguarding and knowledge is refreshed regularly. Staff are aware of the signs and symptoms of abuse, including grooming, physical abuse, sexual abuse, neglect and female genital mutilation. Staff are also aware of how to report if they have concerns about a member of staff. They have effective risk assessments in place and carry out regular headcounts to ensure all children are accounted for when they move between areas.

Setting details

Unique reference number	2627793
Local authority	Hertfordshire
Inspection number	10280885
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	130
Number of children on roll	135
Name of registered person	CB (Oldco) Limited
Registered person unique reference number	RP900819
Telephone number	01603851000
Date of previous inspection	Not applicable

Information about this early years setting

Camp Beaumont - Queenswood registered in 2001 and is located in Hatfield, Hertfordshire. The camp operates from Monday to Friday, 8.30am until 5.30pm, during school holidays, and are closed for bank holidays. There are 14 members of staff, one of whom holds an early years qualification at level 3.

Information about this inspection

Inspector

Stef Montgomery

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 manager and inspector completed a learning walk together to discuss what they want children to learn both inside and outside.
- The inspector spoke with children about what they are doing at the setting.
- Parents spoke to the inspector who took account of their views of the setting.
- The inspector looked at relevant documentation, including suitability records and first-aid certificates of staff members.

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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