

# Inspection of Atlas Camps Brize Norton

Brize Norton Primary School, 10 Station Road, Brize Norton, Carterton OX18 3PL

---

Inspection date: 12 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 develop high levels of confidence. Staff offer a warm welcome to all children and give plenty of reassurance to children new to the club. For example, they help children to become familiar with their play environment. This helps all children to settle quickly and to develop high levels of confidence. Children effectively express their needs, asking to be reminded where the toilets are. Older children act as positive role models in their play, making sure younger children join in and have fun. Children extend their play confidently and independently, listening to ideas and suggestions from staff.

Children learn to be self-sufficient and take care of their environment. For instance, staff remind children to put rubbish in the bin and to clear away games, so that others can use them afterwards. Children learn about the importance of hygiene and self-care. Younger children receive high levels of support to make sure they have washed their hands properly before snacks and lunch. They are confident to ask for help, when they are not able to access resources themselves. For example, children ask 'please can I have some more blue paint?' Staff respond by giving them the bottles and encourage them to squeeze the paint out themselves, to know how much they need in the paint pallet.

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

- Children behave well and respond positively to staff's instructions. Staff give plenty of praise and encouragement, recognising children's positive behaviour towards their peers. Staff support children to develop good team working skills, encouraging them to share their ideas and develop a strong determination to compete in team games. Children show great care and compassion for others. Older children illustrate this as they invite younger children to sit with them at lunchtime.
- Children make choices, most of the time, as to what they want to play with and where to play. However, on some occasions, staff do not provide younger children with the time they need to complete activities to their own satisfaction. Children sometimes show disappointment in leaving their play to join in staff's choice of activities.
- Children benefit from daily opportunities to play and exercise in the fresh air. They thoroughly enjoy practising their large and small movements. Younger children test their abilities by climbing down the rails on the climbing area, developing the strength in their core muscles to hold and balance themselves. Staff encourage and praise their new skills, promoting children's determination to try new skills. For example, young children step from one block to another up the ladder.

- Children make close friendships within the camp. Staff introduce young children to others who they have not met before. They help develop close bonds and support their cooperative play. For example, two young children decide to paint together, planning a design and discussing what they are going to use for each element. They proudly chat about what each other is painting, discussing their next ideas confidently and enthusiastically. They develop strong communication skills with each other.
- The management team provide staff with high levels of ongoing support. They are actively seen in the camps on a regular basis. They act as positive role models for both children and staff, joining in team games with them. Management are effective male role models, particularly for the older boys in the camp. Children confidently tell them what they like to do in the camp. Management use this information to evaluate the effectiveness of the provision and to make appropriate changes.
- Staff, acting as a key person, meet children's individual needs well. They develop close relationships with them, getting to know how they like to play and what their interests are. Staff promote positive partnerships with parents to provide consistent approaches for children's care and effective communication between parents and the staff. Staff use praise and encouragement to support children's self-esteem, especially those who require further emotional support.
- Staff strongly emphasise the importance of outdoor, active play, to support children's physical well-being. Staff encourage children to participate in team games, introducing rules and boundaries to support harmonious play. Children know where they can safely hide within the outdoors play environment, when others are counting and waiting to find them. Children demonstrate a secure understanding of the rules and talk confidently about how to keep themselves safe.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of the procedures to follow if they have a concern about a child in their care. They complete regular training and receive up-to-date information to support their skills. Staff know the signs and symptoms of child abuse. They understand the importance of sharing children's disclosures or concerning observation with the relevant authorities to promote children's ongoing welfare. Children play in a safe and secure environment. Staff regularly discuss safety aspects of play and children follow these instructions to show an understanding of keeping themselves safe. For example, children put on their goggles when playing with certain play equipment.

## Setting details

<b>Unique reference number</b>	2628740
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10281129
<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 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Atlas All-Stars Limited
<b>Registered person unique reference number</b>	RP901093
<b>Telephone number</b>	0800 772 0743
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Atlas Camps Brize Norton registered in 2021. It is located at Brize Norton Primary School in Brize Norton Oxfordshire. The camp operates from 8am until 5pm, Monday to Friday during the school holidays.

## Information about this inspection

**Inspector**  
Claire Parnell

## 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 to the inspector about what they enjoy doing while at the camp.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The nominated person showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023