

# Inspection of Campers Pre-School and Out of School Club

Dayrell Road, Camp Hill, Northampton, Northamptonshire NN4 9RR

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Inspection date: 29 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

As children arrive, friendly staff support them to find their picture and name card as they hang up their belongings. Children develop excellent bonds with staff and show they feel safe and secure as they confidently explore their environment. Children are friendly towards their friends and visitors. They ask visitors what their name is as they introduce themselves and talk to them about what they are doing. Children learn to behave well, resulting in the pre-school having a calm atmosphere. Children react positively to staff and say 'sharing is caring' when staff remind them to share toys with friends. Staff teach children how to keep themselves safe. For example, as children use scissors, staff remind them how to transport them safely so as not to hurt themselves or others.

Children actively engage in the variety of activities that staff provide. They move freely from the inside classroom to the garden and enjoy being outside. Staff support children's communication and language development as they engage them in quality conversations, regularly read stories and encourage them to take part in singing sessions. Children develop their physical skills as they enthusiastically engage in a dance activity. They listen to music and copy staff as they move their bodies in different ways. Children learn to recognise that they need water to drink when they finish dancing as staff ask them how they feel.

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

- The staff know the children well. They observe children to find out their interests and what they already know and can do. From these observations, they plan the next steps in learning and provide tailored support to help children progress in their development.
- Staff provide good support for children with special educational needs and/or disabilities. The two special educational needs coordinators (SENCOs) make timely referrals to other professionals to help children get the extra support they need. They involve parents in meetings to keep them up to date with their child's development. They work alongside other SENCOs to complete documents ready for children's transition to school.
- Staff support children who speak English as an additional language well. They take time to learn words in different languages, such as Romanian, to help communicate with children. For example, staff say hello to children in their home languages. Children respond, smiling as they say hello back.
- Staff are clear about what they want children to learn. They plan activities to help children build on what they know and can do. Children learn about planting and growing. They enjoy exploring the vegetable patch and looking at the beans they are caring for. Children excitedly tell staff that they have found a snail. Staff encourage them to discuss the colours they see on the shell. They tell them how

snails' eyes work as children show curiosity in them. However, some staff do not always use their interactions with children to help further children's understanding and learning.

- Staff teach children about healthy foods. For example, as staff ask children what foods they have for lunch, they talk about fruit being healthy and giving them energy. Children recall previous learning as they comment that the green beans they are growing in the vegetable patch will give them muscles.
- Staff embed positive hygiene routines with children. They remind children to wash their hands before meals and after eating. Staff encourage children to brush their teeth. Children tell each other to brush their tongues so they are clean. However, staff do not teach children why these routines are important to further enhance their understanding.
- Staff give children opportunities to develop their independence. They encourage children to use a tissue station and to look in the mirror when wiping their noses. Children persevere when trying to open food packets at lunch. Staff show them how to open them, telling them to 'pinch and pull' as they try.
- Parents report that staff are 'wonderful'. They comment on the good communication with their child's key person and how they are kept up to date with their child's development. Staff share ideas with parents on how they can support their children's learning at home, such as giving them strategies to support positive behaviour.
- Staff work well as a team and report that they feel supported by their managers. Supervisions are carried out with staff, enabling them to discuss any concerns and to have feedback on their practice. Staff completing qualifications are given time to complete work and they say that they appreciate the help they receive.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the different types of abuse, including the signs that a child is being exposed to extremist views. Staff understand reporting procedures and the adults and other professionals to go to if they need to escalate concerns. The manager ensures that staff, students and volunteers read the pre-school's safeguarding policy. She includes safeguarding and other aspects of health and safety in induction training. The manager is aware of her responsibility to check adults' suitability to work with children. Good safeguarding practice enables staff to keep children safe from potential abuse.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- support staff to better recognise and make more effective use of spontaneous interactions to extend and challenge children's learning

- provide children with consistent messages about why good health and hygiene routines are important.

## Setting details

<b>Unique reference number</b>	220166
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10289468
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Rayne, Maxine Mary
<b>Registered person unique reference number</b>	RP511541
<b>Telephone number</b>	07780 617763
<b>Date of previous inspection</b>	27 November 2017

## Information about this early years setting

Campers Pre-School and Out of School Club registered in 1995 and is situated in the grounds of Hunsbury Park Primary School, in Camp Hill, Northampton. The pre-school and out-of-school club employs five members of childcare staff. Of these, three hold appropriate early years qualifications between level 3 and level 5. The pre-school and out-of-school club opens Monday to Friday, from 7.30am to 5pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Vaughan Prosser

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the provider.
- Children spoke to the inspector during the inspection.
- Parents shared their views with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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