

Inspection of 4-2-11 Activity Camp

St. Edwards School, Cirencester Road, Charlton Kings, CHELTENHAM,
Gloucestershire GL53 8EY

Inspection date: 16 February 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children are happy to attend this inviting and friendly club. They form close and trusting relationships with staff, who get to know them and their families well. Staff are organised and gently guide children through the structure of the day. They provide children with a good balance of adult-led activities and children's 'choice time'. This helps children to play freely and explore their interests. Staff set age-appropriate rules and expectations, which support children's good behaviour and promotes their safety. At the start of the day, children come together to discuss the club rules and share these with children who are new to the club. Children understand why rules are in place. For example, staff talk to them about the importance of not sharing foods in their lunch boxes because they may contain foods which some children may be allergic to.

Staff carefully plan the environment to meet the needs of all children who attend. They divide the large hall into smaller areas to create a calm environment. This helps to develop children's social interactions. Staff create cosy spaces for children, so they can rest if required. Children use this area when they begin to feel tired. They sit down relax, and look at a selection of books and stories. Staff join them to offer reassurance and read aloud their favourite stories.

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

- The club's positive ethos support children to be confident and sociable. Children introduce themselves to new members of the club and initiate early friendships, asking peers if they would like to join their play. Children use their imagination as they build thoughtful structures from magnetic shapes. They share their ideas with visitors and explain they need a bigger space to keep the animals. Children discuss their experiences from home and talk fondly about the different pets within their family.
- Good working relationships are in place with the host school. Leaders and staff communicate with them regularly to enhance the quality of the holiday provision. Staff take children to attend weekly swimming lessons at the school's on-site swimming pool. These sessions are led by a qualified swimming instructor and lifeguard, and are supported by additional staff members for increased supervision.
- Staff promote children's awareness of a healthy lifestyle. They request that children wash their hands before collecting snack and support them to make healthy dietary choices. Staff help children to learn about their own safety when they walk to the playing field. Children sit contentedly on a picnic blanket to eat, before enjoying free play. They learn to put rubbish in the bins and share their understanding of the impact of littering on the environment. They explain that if

left on the floor, food packaging could be eaten by wildlife and this could make them unwell.

- Children benefit from daily fresh air and exercise. Staff enthusiastically lead group games. Children listen to staff as they give instructions. They play the parachute game and enthusiastically engage in ball games. Children have fun as they navigate an obstacle course.
- In addition to mandatory training, such as paediatric first aid and safeguarding, leaders host in house staff training before the start of every holiday camp. This gives all staff opportunities to refresh their knowledge of individual roles and responsibilities and share and develop their understanding of best practice. Staff are also invited to attend camps at linked settings to support their professional development. They share ideas and are encouraged to take these back to make improvements to their provision.
- Staff work in close partnership with parents to gather the information they need to ensure children's individual needs are met during their time at the club. They request that parents complete an 'All About Me' form, to provide detailed information about children's past experiences, as well as likes and dislikes. Leaders follow this up with a telephone call, if they feel further support for children is required. Daily communication methods at the start and end of each day are strong. Parent feedback is positive. Written comments state that 'the variety of activities is exceptional' and 'staff are professional and attentive'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY499547
Local authority	Gloucestershire
Inspection number	10311837
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	3 to 14
Total number of places	65
Number of children on roll	354
Name of registered person	Hall, Kate Elizabeth
Registered person unique reference number	RP515660
Telephone number	07825630751
Date of previous inspection	12 April 2018

Information about this early years setting

4-2-11 Activity Camp registered in 2016 and is based at St Edwards School in Cheltenham. The club takes children from the age of 3 to 14 years, and runs Monday to Friday in the school holidays. The club is privately owned and employs 12 staff. Of these, four hold qualified teacher status, one holds early years teacher status, one holds appropriate qualifications at level 5, and one holds an early years qualification at level 2. Five members of staff are unqualified.

Information about this inspection

Inspector
Holly Smith

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.
- The inspector spoke to children, to find out about their time at the setting.
- 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.
- Parents shared their views of the setting with the inspector through written testimonials.
- The inspector looked at relevant documentation and reviewed evidence of 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.

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