

Inspection of Ultimate Activity Camps at Amesbury School

Amesbury School, Hazel Grove, HINDHEAD GU26 6BL

Inspection date: 15 July 2024

**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 at the holiday club with high levels of enthusiasm and anticipation for the day. They show great confidence as they leave their parents and rush to join their friends. Staff plan exciting outdoor activities to encourage children to build their stamina and resilience. For example, they take part in parachute games, dodgeball, basketball, football and lacrosse. Staff make good use of visual timetables so children are aware of what is happening next and what to expect.

Staff engage the children in conversations, which makes them feel valued and welcomed. Children spend long periods at their chosen activities and enjoy when staff join in. For example, they love to dress up in a variety of clothes for role play, which explores different jobs. Staff introduce key vocabulary to help develop their knowledge of new words. For example, they discuss what a stethoscope is used for. Staff use skilful questioning to encourage children to express their thoughts and ideas and expand on conversations.

Staff are good role models and have high expectations of children's behaviour. Children quickly become aware of the holiday club's behaviour expectations. They positively follow the rules and boundaries, which are shared with children daily by staff during the welcome meeting.

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

- The camp manager and staff effectively evaluate their practice together. At the end of each day, they discuss how well children have engaged in the different activities. Staff use their findings to support planning of future activities. Leaders have a clear vision of the holiday club's strengths and priorities for improvement. For example, they understand there is scope to alter sporting activities to ensure they meet the needs of the youngest children.
- Parent partnerships are strong. Parents speak very highly about the service provided and value the communication with staff. They comment that this helps them to work together to support children's learning and development.
- Staff comment that they really appreciate the support that the management team gives to them. Leaders identify training that will help to improve staff knowledge and skills. For example, recent training has improved staff's knowledge of behaviour management strategies. The management team effectively supports staff well-being to ensure they feel valued and able to focus on their role. As a result, staff report high levels of morale.
- Risk assessments are effective. For example, regular headcounts ensure that when children move from one area to another, staff account for everyone present.

- The key-person system is well established. Staff get to know children well from the start. They use information gathered from parents and an 'All About Me' form completed by children, to hold meaningful conversations. This helps staff to get to know the children and plan activities based on their interests.
- Children's behaviour is excellent. Staff encourage children to treat each other with respect and to take turns with resources. They offer 'reward certificates' for children that demonstrate outstanding behaviour. Children beam with pride when they receive a reward and proudly show off to their friends. This helps to boost their self-esteem.
- All children are highly motivated and concentrate well on activities. For instance, they enjoy drawing characters from the story 'The Gruffalo'. Staff encourage children to think about and describe what they have drawn. Children confidently discuss how they have drawn 'a poisonous wart' and 'purple prickles'.
- Staff support children to develop an awareness of a healthy lifestyle. They encourage children to wash their hands before eating and to drink plenty of water after taking part in active games. Staff work with parents to ensure that children have healthy packed lunches. These experiences help children in forming healthy habits for their future.
- Staff use lots of new and interesting vocabulary as they narrate children's play. They describe as children 'slither' like a snake as they attempt to move in different ways. Children enjoy listening to familiar stories such as 'The Gruffalo'. They excitedly name the well-loved characters and repeat familiar phrases from the story. This helps to develop their love of books.
- Staff recognise the importance of raising children's awareness of the diverse world we live in. Children enjoy taking part in activities for a charity and talk about helping people who are less fortunate than they are. This helps children gain an excellent understanding of people and the wider world.

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	2671322
Local authority	Surrey
Inspection number	10339431
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 12
Total number of places	104
Number of children on roll	128
Name of registered person	The Ultimate Activity Company Ltd
Registered person unique reference number	RP901335
Telephone number	0330 111 7077
Date of previous inspection	Not applicable

Information about this early years setting

Ultimate Activity Camps At Amesbury School registered in 2022. The club is based in Amesbury School, Hindhead. It offers care from 9am to 5.15pm from Monday to Friday, in the school holidays only. The camp also has an early drop off time of 8.30am and a late pick up time of 6pm. The camp has seven members of staff. Of these, one holds qualified teacher status.

Information about this inspection

Inspector

Sarah Richards

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 manager and has taken that into account in her evaluation of the provider.
- The operations manager and the inspector completed a learning walk together.
- The camp manager and the inspector conducted a joint observation.
- The inspector held discussions with the staff and children during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector reviewed relevant documentation, including evidence of staff's suitability, insurance and registers.

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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