

Inspection of Camp Beaumont - King's Rochester

Kings Rochester Preparatory School, St. Nicholas House, King Edward Road,
Rochester ME1 1UB

Inspection date: 23 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 are warmly welcomed and have fun at this friendly camp. New children settle well. Staff provide children with comforting cuddles and frequent praise, which fosters their self-esteem. Staff encourage children to play together well, sharing and taking turns. Older children enthusiastically join in with discussions about which countries they are going to represent in their mini Olympics session. Younger children enjoy chatting with their friends about their 'rocking submarine' designs. This encourages children's communication and social skills successfully.

Children enjoy the wide range of activities on offer. For example, staff provide swimming sessions for older children and engage younger children in joyful team games, such as balancing beanbags on their heads and climbing on beams together. Children remind their friends to bring their water bottles with them if they need a drink. This helps encourages children to learn how to keep themselves fit and healthy. Children behave well. They foster strong bonds with staff and each other. Young children help to put away mats after games. Older children help staff to set up activities. Staff effectively foster children's positive attitudes to learning. They help children in creating paper airplanes, providing support and encouragement. Children excitedly discuss whose airplane will fly the fastest, which promotes their developing imagination and language skills well.

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

- Staff are good role models. They are patient and calm in their approach. Children play well together. Young children take great joy in jointly exploring 'Noah's Ark', choosing who will be the 'captain'. Children are well supported in games with enthusiastic staff, who encourage children's ideas. Children demonstrate that they are at ease and comfortable at the camp.
- Children respond well to instructions from staff, who gently remind them about walking carefully to the swimming pool. Staff encourage children's independence skills well. For example, children find their own lunch things and water bottles when asked. Older children show respect for their friends' dietary needs by explaining which foods their friends should avoid to prevent illness. Younger children wait patiently before going outside to make sure they stay together. This helps develop their understanding of personal safety.
- Staff plan a wide range of activities for children. Older children excitedly join in with an egg and spoon race, enthusiastically encouraging their friends. Younger children listen avidly to stories, learning about astronauts. Staff encourage children to share their unique special superpowers, helping nurture their confidence and self-esteem.
- Staff use the environments well to support children. They provide quiet spaces

for children to rest and relax when needed. Younger children enjoy embarking on an eco-hunt to discover natural crafts outdoors. Staff celebrate their successes when children find different plants and flowers, 'high fiving' them. This helps support their emotional well-being.

- Staff effectively foster children's thinking skills. They motivate older children to count together during team games. Younger children are encouraged to measure their height and anticipate how much taller they will be when they 'grow up big'. This helps develop their mathematical understanding.
- Children benefit from staff who engage in thoughtful conversations with them about healthy eating. For example, staff encourage children to talk about different foods they have for snacks and lunches. Children enjoy identifying which are the healthiest. This helps promote children's understanding.
- Leaders and managers ensure staff are well trained. They have effective processes in place for the recruitment, induction and ongoing suitability of staff. They are committed to providing high-quality care for children. Staff work well together and express enjoyment in their roles and say they feel supported.
- Communication with parents is effective. Parents can access a variety of information through the camp's website. They value the staff's friendliness and the flexible support provided. They have noticed improvements in their children's confidence since they started attending, and report that their children are keen to share what they have done at camp with them when they get home.

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	2674696
Local authority	Medway
Inspection number	10350649
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 11
Total number of places	148
Number of children on roll	63
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 - King's Rochester registered in 2022. It is one of several camps run by the same provider. It is based on the site of King's Rochester Preparatory School in Rochester, Medway, Kent. It is open Monday to Friday, 8am until 6pm during school holidays only. There are 21 members of staff, including a manager and deputy manager, of these, three hold qualified teacher status.

Information about this inspection

Inspector

Victoria Salisbury

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.
- Leaders and managers joined the inspector on a tour of the premises and talked to the inspector about what they want for children and families.
- Children spoke to the inspector about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Leaders and managers spoke to the inspector about the leadership and management of the setting.
- The inspector observed the quality of care being provided, indoors and outdoors, and assessed the impact that this was having on children.

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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