

# Inspection of SuperCamps at St Mary's Preparatory School

St. Marys Preparatory School, 11-13 St. Andrews Road, Henley-on-thames RG9 1HS

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Inspection date: 31 July 2024

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

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children thoroughly enjoy their time with friends at camp. The camp's ethos is to 'have fun, enjoy arts and craft activities, and learn new sporting techniques or skills'. Children arrive excited for their day. Family members greet familiar camp staff by their names, providing children with a great sense of belonging. There is a strong focus on supporting children's physical health and promoting a positive attitude, kindness and good manners. Children work towards achieving award points throughout each day for extending kindness, effort and a positive attitude to gaining new skills. They are rewarded by receiving a certificate for their personal achievements, and collectively work towards the opportunity to win a team trophy at the end of each camp season.

Staff are committed to providing children with quality interactions. All children, including those with special educational needs and/or disabilities, are given bespoke support to ensure that they can access the full activity timetable. Children delight in seeing their favourite activities planned for the day. Staff continually seek feedback from children and plan from their interests. For example, older children are keen to play dodge ball, while girls in the younger age range have a particular interest in football. Staff remain flexible to meet children's needs and keep them safe. They ensure that outdoor play in hot weather takes place earlier in the day and that other shaded areas and cooler locations are utilised at other times.

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

- The experienced manager leads the club with passion and efficiency. She expertly leads a team of staff, who are committed to providing high-quality care. Staff prioritise meeting children's physical and emotional well-being. They go to great lengths to provide a bespoke programme of activities based on what children enjoy doing. For example, young children in particular love the opportunity to explore play dough, while older children look forward to taking part in treasure hunts, and so these are available on the daily timetable.
- Children behave well. They listen carefully to staff and understand the routine of the day. Children take part in a range of activities, including arts and craft, and sports. They have time to rest, and time to come together to make mealtimes and snack times a real social occasion. Camp staff supervise children closely while they eat. They engage in rich conversation with children about their likes and dislikes, which helps staff gather children's views and get to know them even better.
- There is effective oversight by regional managers, who provide good-quality training and support for the team. This includes robust inductions and bespoke mentoring for camp leaders. The team benefits from strong partnership working

arrangements with the host school and utilise some of its highly qualified staff. New camp staff are extremely well supported by more experienced staff, who have in-depth knowledge of the site and day-to-day working practices. This includes specific arrangements such as emergency lockdown procedures.

- Staff help children to understand the importance of keeping themselves safe. They practise emergency evacuations and provide children with a safe space to discuss their feelings and emotions if they are worried about themselves or someone else. Staff teach children about the importance of a healthy lifestyle. Children remind each other of the importance of carrying their water bottles, sunhats and sun screen when playing outside. Staff deliver a targeted programme of sports-based activities that keep children physically fit and healthy.
- Staff promote an inclusive club that supports children's good understanding of life in modern Britain. Children learn about the wider world and different cultures and countries as they talk excitedly about the medals they make for the different sports they have seen on the Olympic Games. Staff reinforce the camp rules during the morning welcome and consistently provide children with encouragement and support. Children display a strong sense of belonging and comment positively about their experiences at the club.
- The manager and staff form positive partnerships with parents. They ensure key information is shared between parents and staff. Any concerns are acted on, if necessary, in line with requirements. Parents are filled with confidence knowing their child will be fully occupied and happy in the care of staff that know their children well.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	2678762
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10350659
<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>	3 to 9
<b>Total number of places</b>	46
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Telephone number</b>	01235 467303
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

SuperCamps at St Mary's Preparatory School registered in 2022 and offers holiday provision from 8.30am until 5pm during all school holidays. It operates from St. Mary's Preparatory School. The camp employs six members of staff. One of whom holds qualified teacher status.

## Information about this inspection

### Inspector

Leanne Merritt

### 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.

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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