

Super Camps At Quinton House

Inspection report for early years provision

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Inspector Mark Evans

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Super Camps at Quinton House operates from the Quinton House School in Northampton. The setting has provision on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. It offers childcare on non domestic premises for children during school holidays from 08:00 to 18:00 Monday to Friday. Access to the Sports building is on the ground floor to the front of the premises. Children are able to use various areas of the building including a large sports hall and toilet facilities. There are outdoor play areas for children's physical play and activities.

The setting is registered for a maximum of 80 children under eight years at any one time. There are number of part-time staff employed to work with the children and a manager who has a teaching qualification relevant to the post.

Overall effectiveness of the early years provision

The unique needs of each child are met because the setting obtains relevant information from parents and provides equality of opportunity so that no child is disadvantaged. Children enjoy an interesting range of activities; however, current systems do not promote children's learning and development within the Early Years Foundation Stage. Most aspects of children's welfare are supported and safeguarded, although some elements of policy and practice are not fully effective. Children show sound levels of behaviour and independence and develop awareness of keeping themselves safe and healthy. Processes of self-evaluation are very well presented and usefully address the development of many aspects of provision. Partnerships with parents are used to support sound continuity for children's care.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that training for the administration of medicines that require technical/medical knowledge is provided for staff from a qualified health professional
- ensure that there is a suitable secure area for the storage of confidential information
- continue to develop systems to support observation, assessment and the planning of next steps for those children in the Early Years Foundation Stage.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the premises are secure so that children are unable to leave unsupervised and to prevent intruders from entering the building 31/10/2008
- ensure that at least half the staff group hold a full and relevant level 2 qualification as defined by the Children's Workforce Development Council. 24/11/2008

The leadership and management of the early years provision

Overall, most documentation required for safe and efficient management of the setting is in place to ensure that the needs of all children are met. For example, written risk assessments are completed, and signed by staff, to identify hazards and reduce risk; this helps to secure children's safety. There is a password system for secure collection of children by others; however, the security of the premises is not suitably managed and this potentially compromises children's safety and well-being. Although most records are kept on premises and are available for inspection, they are not stored in a suitable secure area to ensure that information is maintained as confidential. Staff have satisfactory knowledge of safeguarding children procedures and the child protection policy reflects current guidance. There is clear policy agreed with parents for exclusion of children who are ill or infectious and this helps to reduce the risk of cross-infection.

The manager holds a teaching qualification suitable to the post; however, other staff do not hold relevant qualifications, which does not meet with the requirement to have at least half of the staff group with a Level 2 qualification appropriate to their role. The setting manager has clear understanding of procedures for recruiting and vetting new staff and there are some records available on site to evidence which checks have been completed, including a CRB disclosure. Newly recruited staff who are without a current CRB disclosure do not work unsupervised, which safeguards children's welfare. Satisfactory organisation for the deployment of practitioners, including sound arrangements for adult to child ratios, provides stable and secure support for the children.

The leadership and management demonstrate a strong commitment to self-reflective practice and has effective methods to evaluate the quality of provision for children's care, learning and development. This system identifies the setting's strengths and targets areas for improvement and indicates a sound capacity and willingness to develop policy and practice. Sound inclusive practice is promoted so that all children have their needs met regardless of background; the setting has satisfactory policy to ensure equality of opportunities and to support children with learning difficulties and/or disabilities.

Staff are friendly and approachable and they welcome children, parents and visitors into the setting. Parents and carers have access to written information in the entrance area which enables them to make informed decisions about the care of their child. Children benefit from the positive links that staff have with parents and the regular two-way flow of information provides sound levels of continuity of care for children. To encourage transparency and development of policy, practice and provision for all children there is consultation with parents to ascertain their views and written procedures for raising concerns along with summary records for complaints are readily available.

The quality and standards of the early years provision

Practitioners are caring and attentive and provide sound support for children's involvement in activities; children have opportunity to make choices and play with a selected number of resources and regularly engage with an adult-led programme of activities. Staff enthusiasm and a dynamic environment stimulate children's interest in opportunities to be creative and active both indoors and outdoors. For example, they are involved in exciting, well-organised activities such as using motor quads, clay modelling, various team sports games, drama and food fun. The manager has developing knowledge of the Early Years Foundation Stage and a lead role within the setting. Although the scheme is not the primary provider for those children in the Early Years Foundation Stage, the current systems in place do not fully promote observational assessment and some planning for children's next steps. This restricts the reviewing of children's progress and, although activities provide many enjoyable experiences, it limits the potential for elements of the activity programme to be more influenced by some aspects of children's learning and development needs.

The setting has a policy for the admission and support of children with learning difficulties and/ or disabilities with clear procedures for liaison with parents in order to meet their individual needs. The scheme is predominantly based on a programme of activities which are designed to encourage active participation, for example, developing skills with new and interesting sports equipment. The setting promotes equality of opportunity for both genders with integrated involvement in all activities and develops their awareness of the wider community through creative art activities such as making Chinese dragons and engaging with an African theme.

Children's personal and social development is given suitable regard and they exhibit sound levels of behaviour and independence. Staff make clear their expectations and encourage children to consider the needs of others and to work together cooperatively. Children develop understanding of keeping safe through discussion, for example, the reasons behind the safety decisions such as sitting when eating and why fire drills are practised. Children's health is maintained because there is at least one member of staff on duty with a current paediatric first aid certificate and records are in place for any accidents and the administration of medication. However, current arrangements do not ensure that staff have prior training from a qualified health professional for medicines that require technical or medical knowledge and this potentially compromises children's welfare. Children learn how to make healthy choices through activities about healthy eating, for example, making fruit smoothie drinks. Children are able to access drinks at all times throughout their session to ensure they remain hydrated and comfortable. Their health is well supported as they gain knowledge of the importance of adopting suitable personal hygiene routines such as washing hands after outdoor play and before eating.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work.

24/11/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.