

# Super Camps @ Edgbaston High School for Girls

Inspection report for early years provision

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<b>Unique reference number</b>	EY303194
<b>Inspection date</b>	29/07/2009
<b>Inspector</b>	Ann Doreen Burford
<b>Setting address</b>	Edgbaston High School for Girls, Westbourne Road, Edgbaston, Birmingham, West Midlands, B15 3TS
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<b>Type of setting</b>	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 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

The Super Camp at Edgbaston High School for Girls is one of the holiday camps run by the day care chain Super Camps Limited. It opened in February 2005 and operates from several classrooms and sports facilities in the preparatory building of the school, located near Birmingham city centre. The setting is open from 08.00 until 18.00 each weekday for certain weeks during the school holidays. All the children share access to a secure enclosed outdoor area.

The camp is registered on the Early Years Register for a maximum of 80 children. At the time of the inspection nine children were attending in the early years age range. Children aged over five years also attend. This provision is registered by Ofsted on the voluntary part of the Childcare Register.

There are 12 members of staff who work on a rota basis. All of the staff including the manager hold appropriate early years qualifications or are working towards gaining these qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thoroughly enjoy their time at the camp during the school holidays. It is well-organised and children are enthusiastic because of the strong relationships with all the staff. There are sufficient resources, although, art and physical games are better resourced than other areas of learning. Children attend from a variety of cultures and this is reflected in some of the resources provided by the manager. An evaluation of the setting has been completed by the manager and it reflects the standards of the provision, although, it does not analyse thoroughly children's learning and how this can be improved.

## What steps need to be taken to improve provision further?

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

- review the evaluation system to identify the gaps in children's experiences and use this in the plans for future improvements
- increase the opportunities for children to independently access a wider range of toys and equipment that promotes all areas of learning.

## The leadership and management of the early years provision

The self-evaluation is completed by the manager with some input from other staff. A few additions are made by staff at the start of the holiday club. These are based on issues identified by the staff at the beginning of the camp sessions. The manager recognises that the camps strength is in physical and creative activities, however, evaluations of activities and children's learning does not always fully

identify gaps in children's experiences and how this can be improved. The limited range of resources are supplemented by the manager who borrows extra toys from her classroom. Improvements have addressed the recommendations made at the last inspection by improving the health and safety of the children. Drinks are now readily available throughout the day so children stay hydrated.

Parents are informed about the safeguarding procedures so that the protection of children remains a priority. Induction training for all staff covers child protection issues and there is clear guidance for staff to use as a reference. Senior staff have also completed additional in-depth safeguarding children training to ensure they keep children safe. There is a robust system in place to ensure all adults are safe to work with children. The premises are maintained to a very high standard. Staff complete daily visual checks and detailed risk assessments. Accident and incident records are used effectively to identify hazards and reduce risks for children without reducing the challenges available for all of the children.

The maintenance of records, policies and procedures underpins the safe and efficient management of the setting and ensures that the needs of all children are met. Records are readily available and the relevant policies are shared with parents. The registration table enables parents to see certificates, policies and a wealth of relevant information. Verbal exchanges of information between the manager and parents when children are collected ensures they are kept well-informed of each child's day and achievements.

Strong links exist between this setting and the school where the camp is based. The majority of children attend both settings, although the camp is open to other local children. At the time of the inspection, the manager of the camp is a teacher from the school, which greatly enhances the learning opportunities for the children who attend both settings. The leisure activities at the camp during the school holidays complements the term time experiences for the children so that they have a balanced education. The partnerships with other schools is not as well-developed yet.

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

Children's opportunities to participate in physical and creative activities are greatly enhanced by the expertise of staff, for example, a swimming teacher and a member of staff who leads the art activities. The staff have a clear understanding of how children learn and take every opportunity to expand children's learning across all of the activities. Staff complete observations on children and use these to plan appropriate learning opportunities. There is a detailed timetable in place and activities are mostly pre-planned. This is flexibly applied, taking into consideration such things as inclement weather conditions. Sometimes there can be an over emphasis on adult-led activities, which does not always allow children sufficient time to freely access resources for themselves. This is further hampered because even during free time activities the limited range of resources restricts children's choices and their ability to lead their own learning. The manager has provided extra resources herself and has endeavoured to ensure these promote positive images of the diverse local community.

Children are confident and have a strong sense of belonging and make a positive contribution to the camp. Their art creations are on display which gives the camp a lovely ambience reflecting children's creativity. Children can choose to take their art work home if they prefer. Good behaviour and achievement is rewarded with 'house points' which children are keen to earn for their group. When 'points' are awarded children rejoice at their success. Children join in fundraising activities as they learn about Super Camps chosen charity. Staff actively encourage children to play cooperatively together through games and interactions. Children who are sat alone are helped to develop their ideas on how they can join in others games, especially during imaginative play. The skill of staff at engaging children has a positive impact on children. For example, during a drama session children explore their feelings and what makes them happy and sad. Children confidently ask questions especially if they do not understand new words and ask for meanings as they expand their vocabulary.

Children understand how to keep themselves and others safe. This is achieved because rules are explained at the beginning of each day and specific rules are discussed before any physical games. Children usually have a mature attitude so they mostly behave well and have a respect for staff and other children. They participate in regular emergency evacuation practices so understand what to do in an emergency. Children are encouraged to take responsibility for their own actions, such as, helping to keep the area clean, and tidy resources away when they have finished with them. Healthy lifestyles are embraced within this setting. Children are very active and enjoy participating in a wide variety of sports and games. Children are reminded to have a drink especially after participating in physical activities. Posters are on display to explain healthy eating as it gives examples of what constitutes a healthy lunch box.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

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

Met