

Super Camps at Tettenhall College

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Super Camps at Tettenhall College has been registered since 2008. It is one of a large number of holiday care schemes run by Supercamps Ltd. It operates from the sports hall and a number of classrooms within Tettenhall College in Wolverhampton. It is open from 9.30am to 4.30pm, each weekday for four weeks during the main summer holidays. There is an option for children to attend from 8.00am to 6.00pm if parents wish.

The setting is registered on the Early Years Register. A maximum of 80 children may attend the setting at any one time, of which no more than 36 children may be in the early years age range. There are currently 11 children on roll in the early years age range. The provision also offers care to children aged over five to 15 years. The provision is also registered by Ofsted on the voluntary part of the Childcare Register.

There are four members of staff, two of whom hold a teaching qualification and two of whom hold sports qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and actively join in with activities provided. The needs of the individual child are met with staff offering support and guidance when needed. Clear systems are in place to ensure that children's welfare is protected and promoted with regard to child protection and security of the environment. Systems to evaluate and reflect on the quality of the practice are in place within the setting to ensure that continuous improvement is sustained.

What steps need to be taken to improve provision further?

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

- ensure that records and documentation are easily accessible and available for inspection by Ofsted, this relates in particular to the verification of first aid training certificates (Documentation). 10/08/2010

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

- update the risk assessment to ensure that it covers anything with which a child may come into contact with and includes the date for review
- improve the time available for children to allow them to develop their own interests and creativity
- develop further the evacuation procedures to ensure all staff are aware of

their roles and responsibilities

The effectiveness of leadership and management of the early years provision

Children are safe as a result of the procedures in place to ensure staff are suitably experienced and qualified, with full vetting conducted to assess suitability. Staff demonstrate a good understanding of the safeguarding procedures. Fire drills are practised with children, however, the system used to gain attention from the children is lost amongst the whistle blowing during sport and games activities. The majority of documentation required by legislation is in place, however, during this inspection first aid training certificates were not available for inspection. Children are never left unsupervised and all visitors identification is checked. Records of children's attendance are clear and record accurate arrival and departure times.

Risk assessments have been undertaken on the activities that the children take part in but these have not been updated since 2008. Also the risk assessments for the areas used by the children are at times basic and lack detail.

Clear arrival and collection procedures are in place to keep children safe, the daily registers show hours of attendance for the children and members of staff. Registers are also undertaken at regular intervals throughout the day in the children's base room. Satisfactory partnerships with parents and carers enables the staff to learn about each child, such as, their likes, dislikes and personal needs, enabling them to provide continuity of care. Parents and carers are encouraged to share their comments and concerns with staff both on site or at the Head Office.

The quality and standards of the early years provision and outcomes for children

Children settle well on arrival and with support from staff, they quickly settle to the routines of the session. Children have their own base room that offers free play at the start and the end of their busy day where they are able to choose their own activities. However, this time is limited and does not give children the opportunity to engage in child initiated activities, enabling them to make their own choices. The main part of their day is spent joining in with organised sports and art and craft activities. Children are able to take part in a variety of sports related activities, for example, joining in with the mini Olympic races and using the hockey sticks to dribble the ball around the cones. Great delight is had from playing the cat and mouse game using the parachute in their base room.

Children are following the theme of the ocean after being read the Commotion under the Ocean story. Children take pride in the models they had made from clay of the various sea creatures from the story they had listened to. They sit together at table talking about their models deciding what colours they were going to paint them, discussing the big teeth of the shark. Children take part in organised group art activities which are very prescriptive in the colours to be used, for example, only blue tissue paper for the sea not allowing for the children's own creativity to

develop.

Staff offer lots of praise and encouragement which helps build children's self-esteem and confidence. Children are well behaved and aware of the house rules, such as, lining up before leaving rooms and not running in the corridors. Parents provide all snacks and a packed lunch for the children and are given advise about the contents and the need to include ice packs. Children are able to access drinks from the water fountain or from the jugs of squash provided. Children enjoy the interaction with all age groups as they sit and eat together. Children freely access the cloakroom and see to their own personal needs, although, staff are available if support is needed. Children know they must wash hands before eating or after using the toilets.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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