

Super Camps at Shrewsbury High Preparatory at Kingsland Grange.

Inspection report for early years provision

Unique reference number	EY391986
Inspection date	03/08/2010
Inspector	Dianne Andrews
Setting address	Kingsland Grange Preparatory School, Old Roman Road, SHREWSBURY, SY3 9AH
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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.

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Description of the setting

Super Camps is a well-established chain owned and managed by Super Camps Limited. This setting operates from the Kingsland Grange Preparatory School, a part of Shrewsbury High School, in Shrewsbury and is registered on the Early Years Register and the voluntary part of the Childcare Register to provide holiday activities for children aged between four and 11 years. The two buildings used for the out of school care have ramp access and disabled toilet facilities. The setting can accept up to 36 children within the early years age group and offers around 60 places for older children. The setting is able to support children with special educational needs and/or disabilities and those with English as an additional language. The company currently employs one staff member to work with children in the early years age range. The setting opens for three weeks in the school summer holidays; opening times are 8:00am to 6.00pm, Monday to Friday.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Procedures for promoting children's safety and well-being in the setting are not being effectively followed. Children enjoy their time at the camp and are, at most times, actively engaged in planned activities. However, there are few opportunities for children to develop their own play. The setting promotes an inclusive environment where staff respond to the individual needs of the children attending. Appropriate communication with parents and carers ensures that most relevant information is shared. The organisation has a system of self-evaluation in place, but this is not fully effective in reflecting the individual aspects of the setting to bring about targeted improvements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take steps to prevent intruders entering the building or children leaving the premises unsupervised (Safeguarding and promoting children's welfare) 06/08/2010
- ensure staffing arrangements meet the requirements; this refers to staff deployment and staff qualifications (Safeguarding and promoting children's welfare) 08/09/2010
- ensure that all routines promote children's good health; this refers to the lunch time procedures (Promoting children's good health). 06/08/2010

To improve the early years provision the registered person should:

- extend resources and continue to develop opportunities for children in the early years to freely make choices about the activities they wish to take part in to support their individual needs
- provide a secure area for the storage of confidential information
- review the systems of self-evaluation to include more views of the children, staff and parents
- develop systems to record children's achievements so that they can be used to inform planning and complement the education and care children receive in other settings.

The effectiveness of leadership and management of the early years provision

Staff deployment is not effective, and as a result, children's safety is compromised; one member of staff supervises a group, which includes those in the early years age range and is in excess of eight children, without assistance. The qualified member of staff is not supported in her role by staff who have early years qualifications and consequently, the specific welfare requirements of the Early Years Foundation Stage regarding staffing and qualification levels are not met. Each member of staff completes an induction programme that covers the essential core childcare skills, this introduces them to the policies and working practices of the organisation. Staff understand their responsibilities and are aware of current information regarding child protection, which ensures they act in the best interests of children. Risk assessments are in place to promote children's safety and are effective for aspects such as the sports activities undertaken. However, the procedures fail to safeguard children's welfare as the entrance to the premises is not secured.

Children take part in a range of activities organised through a planned timetable, which is devised by the organisation's head office staff team. Children are encouraged to participate in most activities together; there is little opportunity for children to engage in self-directed play or to tailor activities to suit children's interests. During the inspection staff do take a rare opportunity to slot in a game that most children previously enjoyed in the place of an activity that is unavailable for safety reasons. Basic observations are undertaken and some information is shared with parents with regards to children's achievements. However, the information is not proactively used to plan for children's future progression. In term-time children in the early years age range attend other settings where the Early Years Foundation Stage is provided. However, there are no links with these providers and there is little information from parents with regards to children's developmental starting points to enable staff to build on their existing skills.

There is a good range of resources to support the children's physical development and for craft activities within timetabled sessions, though there are very few other resources or times for children to rest or play quietly. There are some examples of children's work displayed in their base room and a make-shift den has been

created under some desks, but the room is not particularly welcoming, well set-out or cosy.

Children's records are maintained in line with requirements, however, they are not stored in such a way to ensure confidentiality is maintained. The staff collect an appropriate range of background information about the children so that they can attend to their care needs during the day. The certificate of registration is displayed, however, the provider is caring for children younger than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and took action to rectify the position with immediate effect. Ofsted does not intend to take further action.

The self-evaluation is undertaken by the head office; seasonal staff employed on the previous camps or children attending have not contributed to its completion to ensure that issues pertinent to the site are addressed. Parents are given some opportunities to offer feedback through questionnaires and most state that their children thoroughly enjoy the summer camps provided, but their suggested improvements are not included within the self-evaluation process. Concerns brought to the attention of staff are, where possible, quickly acted upon, thus demonstrating a willingness to make improvements.

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

Most children enjoy participating in fun and energetic games that promote turn-taking and teamwork such as dodge ball and quick cricket. They are keen to exercise and, with the support of their team leader, they learn about the importance of warm-up exercises prior to physical activity. They fully understand what standards of behaviour are expected and consistently apply them in order to keep themselves and others safe; they discuss safe use of sports equipment and assess the risks involved in any activity prior to taking part. They respond promptly to the chant 'are you listening?' with 'yes we are' showing a willingness to listen to instructions.

Children are given encouragement and praise throughout the day to boost confidence and raise self-esteem. Positive behaviour is awarded with points to go towards the overall team scores. This promotes a sense of belonging and inclusion, particularly as, on the whole, children attend for short periods of time and do not know each other well. The team leader interacts well with the children and actively encourages them to join in, to try new games and extend their skills. She is enthusiastic about sport and this helps to encourage the children to attempt activities when they are a little unsure. However, there is little for children to do if they do not wish to join in and they can become disinterested and bored. As a contrast to the planned energetic activities, the children also spend time taking part in art and craft activities. They express ideas using, for instance, clay, finger paint and collage material. In their base room they take part in a group activity to develop their appreciation of rhythm. They are keen to offer alternative names of drinks such as appleade and drinking chocolate to clap out the rhythm within the

words.

Children begin to develop skills for the future as they have a friendly attitude towards fair play, sharing and working together. Social skills are effectively promoted and children are keen to help the staff by carrying equipment and clearing away activities. They are keen to report any safety issues to their team leader and to answer questions with regards to the fire evacuation procedures each morning to ensure their clear understanding.

Children who speak English as an additional language are supported to practise their use of English, as requested by their parents. They enjoy learning to play traditional games such as 'What's the time Mr Wolf' and have some opportunities to share examples of their language and culture with their peers. This helps all children to gain an understanding about differences and about how others live.

Children's good health is promoted as they follow appropriate personal hygiene routines. They access regular drinks so that they do not become thirsty or dehydrated and they enjoy eating their lunches provided by parents while in a social group. However, the practice of sitting on the floor with lunch boxes means that some of the contents come into contact with the well-used carpet and this consequently poses a risk to children's well-being.

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?	4
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	4
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	4
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	4
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:

Not Met (with actions)

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 voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that a child is unable to leave the premises unsupervised and that no one can enter the premises without the knowledge of a person who is caring for children on the premises.(Suitability and safety of premises and equipment) 06/08/2010