

# Super Camps at Shrewsbury High Preparatory at Kingsland Grange.

Inspection report for early years provision

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<b>Unique reference number</b>	EY391986
<b>Inspection date</b>	25/07/2011
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<b>Type of setting</b>	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 8am to 6pm, Monday to Friday.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The setting provides a welcoming and inclusive environment for children. They are safe and secure and most enjoy their time spent at the setting during their school holidays. Partnerships with parents are satisfactory, as parents receive some information about the setting and how their children spend their time. The setting has an evaluation process that staff and parents feed into at the end of the summer camp.

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

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

- Ensure all relevant information is readily available to ensure children's individual needs are met (Documentation). 26/07/2011

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

- improve safety by practising the emergency evacuation procedure regularly with the children
- further develop the resources and opportunities for children in the early years to enable them to freely make choices about the activities they wish to take part in.

## **The effectiveness of leadership and management of the early years provision**

Staff have an adequate knowledge and understanding of their roles and responsibilities with regard to safeguarding and protecting children. The current staff team have been vetted appropriately to ensure they are qualified and experienced. Risk assessments and daily checks ensure that hazards are minimized. Staff complete the necessary paperwork to ensure children's safety, such as accident records and consents for emergency medical treatment. However, not all records supplied by head office contain all the necessary information to ensure children's well-being, for example, details regarding allergies. An emergency evacuation procedure is in place, however, this has not been practised with the children. This may compromise their safety in an emergency situation.

Parents receive a satisfactory level of information about the setting. They contribute to documentation which includes relevant information to enable staff to care for children according to individual needs and in line with parents' wishes. Staff seek information from parents regarding children's individual interests and needs to ensure their individual needs are met.

The environment is welcoming, well maintained and attractively presented to help children to settle happily. Displays of children's work help create a child-friendly environment. However, there are limited resources to enable the younger children to be fully included throughout the day, so at times they are not fully engaged in activities. The setting provides a service that is inclusive to all of the community.

Self-evaluation is in place and takes into account the views of parents and staff. Actions and recommendation raised at the previous inspection have mainly been addressed. However, one recommendation has been raised again to improve outcomes for children with regard to resources.

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

Staff have a satisfactory approach to planning and assessing children's individual progress. The key worker for children in the early years age range has a good knowledge and understanding of the Early Years Foundation Stage and uses this to plan for the children. She makes some observations about the children and uses this knowledge to plan future activities. This method is generally effective and, as a result, children make satisfactory progress.

Children are able to play in an adequately-organised environment where space is used effectively. Most children's learning is supported as they can access suitable and appropriate resources. However, resources to maintain the interest of younger children are limited when not taking part in sporting activities or art and craft sessions.

Children develop skills for the future through a range of activities. For example

they develop their writing skills as they label their artwork. Numbers and shapes and mathematical language are used during their play, for example, during art activities and during team games.

Children develop a range of physical skills and benefit from fresh air and exercise through organised games and free play outdoors. Behaviour is satisfactory in the setting as children understand what is expected of them. Safety and rules are discussed prior to each activity to ensure children understand. Older children are patient and caring and help the younger children during free play.

Children are encouraged to follow effective hygiene routines, such as, hand-washing before snack and after using the toilet. Children's health is generally well promoted. They enjoy lots of opportunities for fresh air and exercise. Drinking water is available, both indoors and out, which helps to keep children hydrated throughout the day. Children bring their own packed lunches to the setting and parents are advised in advance of the importance of using appropriate cool bags.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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