

# Super Camps at Sherborne House School

Inspection report for early years provision

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<b>Unique reference number</b>	EY442357
<b>Inspection date</b>	25/07/2012
<b>Inspector</b>	Jacqueline Munden

<b>Setting address</b>	Sherborne House School, 39 Lakewood Road, Chandler's Ford, EASTLEIGH, Hampshire, SO53 1EU
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<b>Type of setting</b>	Childcare - Non-Domestic

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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 at Sherborne House School registered in 2012 and is one of over 80 playschemes run by Super Camps Ltd. It is registered on the Early Years Register and the voluntary part of the Childcare Register. It may care for a maximum of 36 children aged from three to eight years. The camp also provides care for children up to the age of 14 years. Children attend for a variety of sessions. There are currently eight children on roll in the early years age group.

The camp operates from three rooms in Sherborne House School in Chandlers Ford, Hampshire. It serves the local and wider community. The camp offers multi-activity camps that include craft and sport activities. Children have access to the school grounds. The camp opens five days a week during school holidays from 8am until 6pm. A total of three members of staff work with the children, although staff numbers vary to meet ratios, dependant on child attendees. The staff member working with the early years children holds a relevant qualification at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are cared for in a welcoming environment where, overall, their enjoyment and learning are appropriately supported. However, children's individual preferences and ideas are not always considered when planning activities and resources are not freely available. Leadership and management systems are ineffective. They fail to ensure the required number of appropriately qualified staff are present and that they understand their roles and responsibilities. As a result, children's health and safety are not adequately protected and some welfare requirements and regulations are not met. Systems to evaluate the provision are not robust enough to bring about continuous improvement.

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:

- ensure half of all staff, other than the early years manager, hold a full and relevant level 2 qualification (as defined by the Children's Workforce Development Council (Suitable people) 08/08/2012
- ensure adults looking after children have the 08/08/2012

- appropriate training, skills and knowledge and understand their roles and responsibilities including the early years manager (Suitable people)
- staffing arrangements must be organised to ensure safety and to meet the needs of the children (Suitable people) 08/08/2012
  - promote the good health of children with particular regard to their access to drinking water and effective hygiene routines (Safeguarding and promoting children's welfare) 08/08/2012
  - take all reasonable steps to ensure children are unable to leave unsupervised and to prevent intruders entering the premises (Safeguarding and promoting children's welfare) (also applies to the voluntary part of the Childcare) 08/08/2012
  - take reasonable steps to ensure the safety of children, staff and others on the premises in the case of a fire (Suitable premises, environment and equipment) 08/08/2012
  - maintain an accurate daily record of the names of children looked after on the premises and their hours of attendance. (Documentation) (also applies to the voluntary part of the Childcare Register) 08/08/2012

To improve the early years provision the registered person should:

- increase the range of resources available to children enabling them to freely-choose what to play with both indoors and outside
- increase opportunities for children to take a more active role in reflecting on and planning activities to make sure their ideas and preferences are included.

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

Procedures to evaluate practice and drive improvement in the camp are ineffective. The company has appropriate systems to vet new staff to be sure they are suitable to work with children. Staff attend induction to learn about how the camp operates, the management structure and the policies and procedures. All staff know the procedure to follow should they have a child protection concern regarding a child in their care. However, induction and ongoing support are not effective to ensure staff have a secure knowledge and understanding of their roles and responsibilities. This is particularly relevant as the overall site manager and the person responsible for early years children are different. Neither are aware the correct number of qualified staff are not present at all times. As a result, staff are not organised to meet the needs of children. Children are not adequately safeguarded and a number of specific welfare requirements are not met.

Risk assessments are conducted and recorded as required and staff describe how they keep children safe. However, staff are not always vigilant and do not

consistently follow the settings procedures. For example, when an unknown adult enters the site they are not challenged by staff. The site manager does not respond appropriately and promptly to the incident and the complaint that follows. Therefore, immediate steps are not taken to ensure there is no further risk and management cannot investigate the incident. This has a significant impact on children's safety and fails to meet requirements to protect children. Staff are aware of the need to practise the fire drill at the beginning of each holiday the camp operates. A drill had been planned for a previous day but was not done. The camp has not operated from this site before so staff have no knowledge of how effective the planned procedure is. Therefore children are at risk. Staff are provided with walkie-talkies to communicate with each other when they are in different areas of the site. However, these do not work and instead they use mobile phones. Because there is only one mobile phone, some staff have permission to use their personal mobile phone which does not ensure children are protected. This demonstrates the lax approach to following procedures to minimise identified risks and hazards and keeping children safe. Overall, appropriate records and parental consents are in place. However, the hours of children's attendance are not always maintained accurately as required.

Overall, equality and diversity are promoted appropriately to help meet children's individual needs. This includes children with allergies and special educational needs and/or disabilities. Staff are informed when these children attend to ensure their needs are met. The range of resources provided is generally suitable for the age and development levels of the children for which it operates. However, children cannot always make free choices of what to play with. This is because the daily plans dictate the areas of play to be provided.

Partnerships with parents are inadequate. The arrival and departure system means parents speak to the site manager and not the child's key person. The site manager does not always share relevant information with the key person. Therefore, the key person does not develop a full understanding of the child and how to support them. Some parents report their children settle quickly and enjoy their time at the camp. However, some other parents feel that security at the camp is not adequate and do not feel their complaint and concerns are responded to immediately. Children only attend the camp for holiday periods. Therefore, there are no opportunities to develop links with other providers of the Early Years Foundation Stage that children attend.

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

Children settle quickly at the camp. Staff are friendly and make an effort to get to know the children as they talk and play together. Children are provided with a suitable range of physical and creative activities and breaks throughout the day. However, they are not routinely invited to reflect on what they do at the camp. They have few opportunities to use their ideas and help plan further activities. Overall, the areas of learning are promoted through the weekly plan. Staff are not always confident to veer away from the planned activity in order to meet children's

needs or interests. For example, they continue to stay outdoors when the hot weather makes it uncomfortable for children to play. Only the resources needed for the planned activity are often provided. This means that children who don't want to play football, for example, have nothing else to play with. As a result, some children spend some of their time sitting and watching others play sports and games.

Staff encourage children to take part and promote a sense of belonging. This helps children feel valued and included. For example, they show a sense of pride as they earn points for their house team by being kind or helpful. This helps them to manage their feelings and behaviour and to consider others. Children broaden their experiences as they learn new games and master new equipment, such as wheeled toys. This builds their confidence and self-esteem. Children are engaged in and enjoy the creative play sessions. They use natural materials, such as dried grass and twigs they collect from outdoors to make a collage. Children particularly enjoy making paper aeroplanes and eagerly compare how far they fly. Water play is greatly enjoyed by the children as an opportunity to cool off and saturate the staff.

Staff do not fully promote the good health of children and as result, children are not learning healthy lifestyles. Staff make sure children wear hats and apply sun-cream to protect them from the hot sun. Children spend vast amounts of time outdoors, often engaged in physical activities which is of benefit to their health. However, staff do not ensure children have water to drink, even when playing outdoors in extremely high temperatures. This has a significant impact on their health. Parents are encouraged to provide healthy foods and snacks for their children. However, little thought and attention is given to protecting children's health regarding where children eat. Some sit on the floor with their food being placed directly on the ground which they then eat. Staff do not promote or talk to children about effective hygiene routines, such as hand washing. Insufficient emphasis is placed on helping children to learn how to keep safe. Staff repeatedly ask them to get off some sports equipment in the main hall, but do not explain that it is not safe.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
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	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

### 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	4
The extent to which children adopt healthy lifestyles	4
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:

- take action as specified in the early years section of the report. (Suitability and safety of premises and equipment) (Records to be kept) 08/08/2012