

Super Camps at Ashville College

Inspection report for early years provision

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Inspector Vivienne Dempsey

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Type of setting 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

Supercamps at Ashville College was registered in 2012. It operates from a number of rooms in the college which is in Harrogate. There are areas available for outdoor play.

The setting opens Monday to Friday during summer school holidays. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 36 children may attend the setting at any one time. One child currently attends in the early years age range. The setting also offers care to children aged over five years to eight years. The setting is registered on the Early Years Register and the voluntary part of the Childcare Register.

The setting employs three members of staff. Of these all hold appropriate qualifications and two members of staff have Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Building strong links with parents is a priority for staff and all children and their families receive a warm and friendly welcome. A wide range of information regarding children's individual needs is collected prior to admission. This enables staff to meet children's care needs and parent's requests very well. Systems are in place to observe and assess children's learning and development, although next steps are mostly highlighted, links to how they inform future planning is not always clear. Good systems are in place to ensure continuous improvement. The parents, children and all staff are involved in the self-evaluation process.

What steps need to be taken to improve provision further?

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

- develop systems further to clearly show how highlighted next steps are used to inform future planning.

The effectiveness of leadership and management of the early years provision

Robust vetting and recruitment procedures are in place, which helps to keep children safe. All staff complete a thorough induction process, ensuring they fully understand the setting's policies and procedures. They attend regular training, have a good understanding of the signs and symptoms of abuse and know who to contact with any concerns. Effective risk assessments are in place. Consequently risks are eliminated and the environment is safe for children to move around

freely. Records required for the safe and efficient management of the setting are well maintained and meet the needs of all children well. For example, accidents are clearly recorded and these are signed by parents keeping them informed at all times.

Resources are good, fit for purpose and support children's learning and development very well. Children have regular access to the outdoor environment and take part in a wide range of activities to develop their physical skills. Although there are no children currently on roll with special educational needs and/or disabilities there are good systems in place to support them. There are a good range of resources and the setting celebrates a range of festivals to develop children's awareness of other cultures. Links with other providers are good and teachers from the host school work at the setting during the holidays and know children well. Staff have developed good relationships with all parents. Daily discussions and an informative notice board keep parents up to date with activities and information about the setting. Parents comment that their children 'absolutely loved the week.'

Staff are committed to developing the service they provide. Parents and children are fully involved in the self-evaluation process. For example, parents are regularly asked for their comments on the service provided. End of session group time enables children to feedback on their favourite activities and what they would like to do. Staff use this information to develop the service they provide, promoting outcomes for children.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements and use this knowledge very well to provide a stimulating and interesting learning environment for all children both indoors and out. They support children's learning and development well. An effective key person system is in place; therefore staff know children very well and are fully aware of their interests and individual needs. Observations of children's learning and development are recorded within children's observation files. Planning is in place and links to all areas of learning. Children are making good progress. However, systems to highlight and link next steps to future planning are still in the early stages.

Children thoroughly enjoy their time at the setting. They are observed to be very settled and happy. They are well behaved, as staff provide lots of positive praise and encouragement and regularly reinforce boundaries and expectations. Children's health and well-being is fully promoted. For example, staff encourage children to understand the importance of good hygiene routines and children confidently talk about why they need to wash their hands before lunch. Children state they wash their hands because 'we get the germs off and don't spread infection.' Fresh drinking water is freely available during the session and parents provide healthy snacks. This helps promote children's understanding of healthy foods, whilst helping to keep them hydrated and nourished. Children engage in a

wide range of physical activities both indoor and out. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, they are encouraged to 'warm up their bodies' before they take part in mini Olympic events. Children have great fun at the weekly swimming sessions and enjoy playing mini basketball in the large hall. Children take part in regular fire drills and staff talk to them about using scissors safely. Staff also discuss and remind children about any safety issues and behaviour expected during the morning greeting session. This helps to develop children's awareness of safe practices, keeping them and others safe.

Children enjoy taking part in a wide range of craft activities. They have fun making 'Olympic ring' sunglasses and talk confidently about the different colours of the rings. They make Olympic torches and snakes with clay and use tools confidently for the desired effects, such as, using the pointed end of tools to make holes in their torch. Children enjoy discussing different animals from around the world and use a range of reference books and craft materials to make their own. They enjoy taking part in scavenger hunts and use clues to search the field for hidden items. This helps to develop their awareness of the world around them. A wide range of mark making resources are available and children are encouraged to write their names on their work, which, helps young children to develop their early writing skills.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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