

Super Camps At The Croft Preparatory School

Inspection report for early years provision

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Inspection date	30/07/2012
Inspector	Hazel White

Setting address	Croft School, Alveston Hill, Alveston, STRATFORD-UPON-AVON, Warwickshire, CV37 7RL
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Telephone number	01235 832 222
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Email	info@supercamps.co.uk
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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

Super Camps at The Croft Preparatory School is one of 80 camps run by Super Camps Limited. It opened in 2007 and is situated in the area of Alveston, close to Stratford-Upon-Avon, Warwickshire. The scheme operates from the pre-prep room, prep room, sports barn, theatre barn, art room, design and technology rooms, gym, swimming pool and associated facilities.

The setting is registered on the Early Years Register and the voluntary part of the Childcare Register to provide care for a maximum of 80 children from four years to under eight years. There are currently 16 children attending who are within the Early Years Foundation Stage. The setting is open Monday to Friday from 8am to 6pm, during five weeks of the summer holidays. The structured timetable of activities runs from 9.30am to 4.30pm. All children have use of the extensive school grounds, swimming pool, sports fields and playgrounds for outdoor activities. Children generally come from the local area and many of them attend The Croft School.

The scheme employs five full-time members of staff, two of whom hold an early years degree. All staff are qualified teachers. Some staff hold other qualifications and skills, including lifeguard, sports and drama. Additional staff are available to cover sickness and an increase in numbers of children attending.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in familiar surroundings. They are cared for by staff, who are warm and friendly and have a good understanding of their individual needs. They access a wide range of play activities, which supports their learning well. There are effective procedures in place to promote children's safety and welfare and procedures for minimising risks are mostly effective. Relationships with parents, carers and the host school are good. There is a strong commitment to continuous improvement and self-evaluation systems involve the views of staff, children and parents.

What steps need to be taken to improve provision further?

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

- improve the steps taken to prevent the spread of infection when children are having their snacks
- improve the system for carrying out safety checks; this is with reference to the swimming pool changing rooms.

The effectiveness of leadership and management of the early years provision

The management and staff team create an environment in which children are effectively safeguarded. They have a good understanding of the procedures to follow in relation to child protection concerns and are clear about their roles and responsibilities. The designated member of staff with overall responsibility has attended specific training. The safeguarding policy is shared with parents. Robust employment procedures are in place to ensure that children receive care from staff, who have undergone the required suitability checks. Written risk assessments are available for all aspects of the provision. Daily safety checks are generally effective, although, on the day of inspection the door to the swimming pool changing room was unlocked, which could compromise children's safety.

Partnerships with parents are good. They receive detailed information about the camp, its policies and the framework of activities. Parents comment highly on the facility. Their comments include 'we will definitely be booking again, a big thumbs', 'friendly, relaxed and amenable' and 'the facilities are beautiful, clean and safe'. They appreciate the notice board, which displays up-to-date information and news and is well maintained. Links with the host school are strong and help support children's continuity of care. Children with special educational needs and/or disabilities are included, valued and supported well. Staff establish effective communication links with other professionals involved with the children and adjust the provision to meet their individual needs.

The staff team work well together and are enthusiastic about the care of the children. Those in charge are committed to improving the provision and their vision is shared by the staff team. Staff are motivated and supported well to further raise their skills by attending a variety of additional training programmes. Self-evaluation is undertaken regularly and includes the views and opinions of staff, parents and children. Actions from the previous inspection have been fully addressed. Several staff have completed paediatric first aid training and written risk assessments are kept for all areas. Parents consent for their children to receive emergency treatment in their absence. Consequently, these improvements have a positive impact on outcomes for children.

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

Children are having fun and developing good skills in a variety of activities that support their learning and development well. Staff ensure that the six areas of learning are covered. They complete observations of the children using the information gained to plan for their future learning needs. Children have plenty of opportunities for exercise and fresh air. They thoroughly enjoy using the school field and the challenging range of fixed play equipment available. For example, they pretend that the adventure playground is surrounded by crocodile infested water. They must get around using the equipment, so that they do not touch the

ground. Younger children are 'sprinkled with magic dust' to protect them if they jump off. This also promotes children's imagination well. Children are very excited about the Olympic games and demonstrate their athletic skills by holding their own mini Olympics. They show adults how they 'hop, skip and jump' and share information about other events that they know are taking place.

Children's personal, social and emotional development is fostered well. They show good levels of independence and make effective use of the resources and environment to extend their play and learning. They freely colour, draw and write and count, sort and match with a range of construction toys, games and puzzles. Children confidently interact with staff, who engage them in conversation during their play about what they are doing and explain what is going to happen next. A broad range of creative experiences are offered, such as arts and crafts workshops and sessions run by sports coaches. Face painting is popular, children decide which animals they would like to be and choose their favourite coloured paints.

Children develop a positive attitude towards the needs of others. For example, they support a children's charity abroad. They bring a weekly donation, which entitles them to throw wet sponges at a member of staff. As well as having great fun, the money raised supports children's sports initiatives in other countries. Children are well behaved due to the clear rules and consistent approach from staff in relation to behaviour management. Children are kind and considerate to one another. They tenderly put their arms around younger children when they are upset and offer words of comfort.

Children have a good appreciation of staying healthy. Water and squash is readily available and staff remind the children to have a drink, particularly when the weather is hot and they have been doing sports. Children bring their own snacks and lunch and posters remind parents to use an ice pack to ensure that food is kept cool. Suggestions about the contents of a healthy lunch box are displayed and children discuss what they are eating with staff. Their dietary needs are effectively met as procedures ensure that all staff are clear about a child's individual needs. The dining area provides a relaxed environment where all children socialise together at lunch time. However, young children have their morning snack in the playroom. The table is not cleared of activities nor cleaned before food is served which could compromise food hygiene. Children experience good opportunities to learn how to stay safe. For example, they listen to instructions before using climbing apparatus and know that they must hold onto the ropes to prevent falling off.

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