

Super Camps @ Streatham & Clapham High School

Inspection report for early years provision

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Inspector

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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 Streatham & Clapham High School opened in 2010 and is one of a number of out of school provisions run by Super Camps Ltd. It operates from Streatham & Clapham High School in Streatham, in the London Borough of Lambeth. The setting has the use of the nursery and reception classrooms, two halls, the dining room and the outdoor playground. The scheme is open for five weeks through the school summer holidays, from 8am to 6pm. They may also offer care through other school holidays, depending on demand.

The holiday playscheme is registered on the Early Years Register and the voluntary part of the Childcare Register. A maximum of 36 children under eight years may attend the playscheme at any one time. The setting predominantly cares for children aged from four years to 11 years. The number of children on roll in the early years age group varies from week to week. Children aged from five years to under 15 years also attend the playscheme. The number of children on roll varies from week to week. The playscheme employs seven staff who work as required. They hold various sports and teaching qualifications, as well as the required early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this Super Camps playscheme. They experience many exciting and stimulating activities. Overall, children's health needs are met well by the enthusiastic and committed staff team, who liaise closely with parents. The provider understands the importance of partnership working with other providers involved in children's care and learning. Staff recognise and value the uniqueness of each child, and provide a fully inclusive service. There are effective systems for the manager and staff team to evaluate the provision. Consequently, continuous improvements are constantly being made to provide high quality outcomes for children.

What steps need to be taken to improve provision further?

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

- further improve children's accessibility to drinking water throughout the day.

The effectiveness of leadership and management of the early years provision

There is a particularly strong emphasis on safeguarding. The procedures for staff to follow if they have concerns about a child's welfare are prominent parts of the

staff's induction. Rigorous recruitment and vetting processes are in place to ensure staff are suitable to work with children and have appropriate qualifications. Children thrive in the playscheme because staff follow effective policies and practices which successfully promote all aspects of children's welfare and safety. Extremely robust risk assessments are in place, enabling staff to provide a very secure, safe and stimulating environment, where children are able to take controlled risks. Children's care and learning is enhanced, because staff are very well organised and clear about their roles and responsibilities. Children benefit from the manager and staff's continual commitment to monitoring practice, and making improvements whilst it is running. As a result, the provision is responsive to its users.

The premises, both indoors and outside, are used exceptionally well to provide a vibrant learning environment. Children's art work relating to themes that they have covered is displayed in a very attractive manner in their base room, making it a welcoming, child-centred environment. A wide range of resources are in place to promote children's participation in sports, games and activities. Children with English as an additional language feel that their language is valued, as words in different languages are incorporated into displays. All children benefit from and enjoy learning some basic words in various languages and listening to music from around the world.

Good relationships are formed with parents. Staff make a point of liaising with parents as they drop their children off and collect them. This ensures that each child's individuality is catered for and that parents receive feedback about their child's day. Information for parents includes the complaints procedure and the table of the activities taking place each day. Feedback from parents' questionnaires show that they think very highly of the playscheme and comment on how much their children enjoy their experience at the provision. There are currently no children on roll who attend other settings. However, the provider is aware of the need to work with any other setting as the need arises.

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

Children are very happy and have lots of fun at the playscheme. They are well supported through high quality interaction between staff and children, who use questions to successfully challenge children's thinking and learning. For example, whilst enjoying ball games and using roller races, children are encouraged to name colours and shapes. Children have a wide range of opportunities to develop their emerging writing skills. They have great fun drawing around each other with chalks in the playground. They access the excellent range of drawing materials, paper, scissors and craft resources to produce their own unique pictures. Children participate in a wide range of creative activities together, such as making masks, pictures of aliens, a giant dragon, butterflies and a model of a unicorn. Children show a very keen interest in the Olympic Games and get pleasure from making pictures of the mascot, making torches, flags and using a map learn about the different countries participants come from and the languages they speak. Children

have enormous fun as staff pretend to be sharks and try and catch children in the adventure playground area, resulting in lots of happy laughter. Children participate in an excellent range of sports and activities, which are tailored to the children in the early years age group to support their learning. Staff make frequent observations of children as they play and participate in activities. These are then used to adapt activities for each child, so they are enjoyable for them and meet their stage of development.

Children behave very well, because they are constantly busy and enjoy themselves at the playscheme. A team reward colour system and certificates also contribute to children's enthusiasm to behave well and achieve. Staff provide good role models for children to aspire to and offer frequent praise to boost their self-esteem. They develop good social skills, as they learn to take turns during group games. Children learn to keep themselves safe, as staff explain to them how they must carry scissors, remind them to put sun protection cream on, and why they need to play in the shade when the weather is hot. Children demonstrate a very strong sense of security, as they are happy and relaxed in the company of the staff. At the inspection, children said they like everything about the playscheme.

Children have many opportunities to learn about healthy lifestyles and how to support their good health. They very enthusiastically take part in outdoor games and move their bodies in different ways to music, which promotes the development of physical skills very well. They also have time to rest on cushions, looking at books and listening to stories read by staff in small informal groups. Lunch and snack times are pleasurable experiences, where they sit together with friends to eat food provided by their parents. Children are encouraged to drink from water fountains after various outdoor activities. However, drinking water is not always easily accessible to children, to ensure they do not become thirsty. Children follow good hygiene routines, as staff explain how washing their hands supports their health. There is a very well stocked first aid box and a First Aider is always available to treat minor injuries.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	1
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