

# Super Camps at Tettenhall College

Tettenhall College, College Road, WOLVERHAMPTON, WV6 8QX

<b>Inspection date</b>	12/08/2014
Previous inspection date	27/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy their time at the provision as staff use effective teaching and plan a variety of interesting activities that challenge their learning. As a result, children within the early years age group make good progress.
- Partnerships with parents and carers are good because there is effective two-way communication, ensuring that all parties are well informed, to meet children's needs.
- Children and their key persons form close attachments. Also, staff are good role models, which supports children's good behaviour. There are effective partnerships with other professionals and providers to ensure children are well prepared for their transition between the provision and school.
- Effective management procedures, such as regular supervision monitoring, enhances staff performance. The self-evaluation process includes all stakeholders and improvements bring about effective changes that ensure children's safety and well-being.

### It is not yet outstanding because

- Staff do not always support children's independent choices during outdoor play times.
- Children's awareness of diversity is not always fully maximised by staff.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector scrutinised a range of documents: attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the provider's improvement plan, staff suitability and qualifications, the complaints log and a range of policies and procedures, which support the service provided.
- The inspector observed activities in the indoor and outdoor play areas.
- The inspector conducted a joint observation with the manager, held meetings with the manager and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## Inspector

Mary Henderson

## Full report

### Information about the setting

Super Camps at Tettenhall College was registered in 2008 on the Early Years Register and the voluntary part of the Childcare Register. It is one of a large number of holiday care schemes run by Supercamps Ltd. It operates from the sports hall and a number of classrooms within Tettenhall College in Wolverhampton. The setting has close links with the school. The setting is accessible to all children and there is an enclosed area available for outdoor play. The setting opens five days a week during the summer holidays from 9.30am to 4.35pm. There is an option for children to attend from 8am to 6pm. There are currently 10 children attending, who are within the early years age range. The setting employs four members of childcare staff. Of these, two hold Qualified Teacher Status and two hold sports qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- explore ways to improve children's choices during outdoor play times, so that their own interests are followed, to maximise their independence and enhance their physical development during such times
- enhance children's interest in diversity through discussions and activities that help them to explore communities and traditions, to maximise their understanding of the world around them.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff understand how to support the individual needs of children in the early years age range. They demonstrate effective teaching skills to help children learn. This is because the staff and the management team have a good awareness of how to ensure the learning and development requirements of the Early Years Foundation Stage are met. For instance, staff have high expectations, are enthusiastic and ensure children's learning is supported through good teaching strategies. Consequently, children's communication and language, social and emotional development and their physical skills, are effectively supported. Staff engage with children positively as they play, using a range of questioning techniques, which fosters their critical thinking skills very well. Children explore their own ideas and creativity as they make clay models and self-portrait paintings. These are displayed in their play areas, so that they feel a sense of pride and achievement. This also helps them to feel a sense of belonging to the setting. As children make use of the resources available to them, staff follow their lead and support their emerging interests.

To support children's physical development, staff support them with adult-guided outdoor play activities, which encourages them to take risks in their play. This includes games, such as, dodge ball, tennis and pass-the-ball catch and throw games. Children show they have fun with their peers and the staff as they partake in such games. However, staff do not always ask children what games they would like to be involved in during outdoor play times. Consequently, staff do not always maximise every opportunity to support children's independence and help them make greater choices in their play. To support children's interest in the world around them, staff take them for walks around the large grounds of the college. Here, they look at nature and investigate using binoculars as they talk about the plants and wildlife around them. However, staff do not always support children's interest in the diverse world. For example, although, children show empathy and respect for one another, they are not always encouraged to talk about and explore other cultures, religions or disabilities of people within the local and wider community. Consequently, children's understanding of similarity and difference is not fully maximised at all times by the staff. Children learn to keep themselves safe during their investigations because staff talk to them about the dangers of looking directly at the sun. To encourage children's further investigation, staff encourage them to collect things that interest them, such as leaves, twigs and feathers, so they can look at them more closely and use them in their arts and crafts sessions later in the day. These types of activities complement children's learning in school and help them to make good progress relative to their starting points.

All children and parents are made fully aware of the name of the child's key person. The key person collates information from parents and children about what the child can and cannot do. This ensures that the child's key person can plan an interesting and challenging educational programme, which ensures children's care learning and developmental progression is effectively supported and thereby, fosters their continued readiness for school. Parents are fully informed about this through daily discussions with the key person.

### **The contribution of the early years provision to the well-being of children**

Children are made to feel welcome in the provision by their key persons. Staff work closely with the children, interact positively with them and encourages their learning. During activities, staff talk to children, ask them about their families, pets and school life. This helps to foster close attachments and supports children's very good behaviour. This also supports children's transitions and thereby, helps them to settle quickly into the setting.

Children run around outdoors with exuberance, chase one another and smile and giggle as they make friends. This and children's risk taking, helps to build their physical development and confidence in their own abilities. In addition, this fosters positive relationships with other children and adults around them. During snack and lunchtimes times, children know to wash their hands before eating because the staff remind them how important this is for their health and well-being. Children bring in their own healthy snacks and have packed lunches provided by their parents. Children's healthy lifestyles are fostered well because they enjoy playing out of doors for much of the time and they explore topics about food that is healthy and not so healthy for them. Consequently, this contributes to children's good physical health and well-being. Staff support children's

learning about their own personal safety as they remind them to be careful when running around. Their understanding of personal safety is further fostered because staff include them in the regular fire evacuation practises.

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

Managers and staff have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff undertake risk assessments in all indoor and outdoor areas and any areas of the college grounds they visit with the children. This helps to keep children safe. Robust policies and procedures are followed to ensure children are cared for in a safe and caring environment. Staff attend safeguarding training and they are fully aware of the possible signs of abuse and what to do and who to contact, should there be any concerns. The recruitment procedures and ongoing checks of the suitability of all staff to work with children, supports children's safety and well-being. The policies and procedures in place and the security of the premises contribute positively to the safe management of the provision.

Staff are well qualified and experienced and have a good underpinning knowledge about how to best support children in their early years. The monitoring of the teaching and learning is also good. For instance, the manager observes staff practice and provides the staff with feedback through supervision, so that their practice continues to improve. This ensures that all children on roll benefit from attending the provision. The provision's self-evaluation procedures include input from the management, staff, parents and the children. Areas for continuous improvement to benefit the children and ideas to target further improvement are identified on an ongoing basis.

Partnerships with parents and other providers and professionals are effective. As a result, children's needs are identified and met. Information is provided to parents about the provision's planning and activities. In addition, parents have free access to all policies and procedures because these are clearly displayed. The parents and the child's key person exchange verbal and written two-way feedback to ensure that all parties are fully aware of the child's daily routines and learning.

### **The Childcare Register**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY369408
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	821217
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Super Camps Ltd
<b>Date of previous inspection</b>	27/07/2010
<b>Telephone number</b>	01235 832222

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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