

Super Camps at Edgbaston High School for Girls



Edgbaston High School for Girls, Westbourne Road, Edgbaston, Birmingham, West Midlands, B15 3TS

Inspection date	7 August 2015
Previous inspection date	29 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Leaders and managers have a good understanding of the requirements of the Early Years Foundation Stage. They effectively promote all aspects of children's learning and care well.
- Managers have a secure understanding of their responsibilities to keep children safe by following child protection procedures. All staff regularly refresh their knowledge of safeguarding procedures as part of their professional development.
- Staff carry out robust risk assessments of activities, including swimming to ensure potential hazards are minimised. Staff are effectively deployed to supervise children throughout all activities.
- Children form strong bonds with key persons who create a relaxed and welcoming environment. They foster children's confidence and emotional security in the setting.

It is not yet outstanding because:

- Staff do not always make good use of opportunities to help children develop their self-help skills.
- The provider does not share sufficient information with all parents about the provision. Therefore, some parents do not know about key-person arrangements, or that they are expected to provide lunch for their children.

What the setting needs to do to improve further

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

- provide more consistent opportunities for children to develop their independence skills
- extend the communication with parents to ensure they receive clear information about arrangements relating to children's care in the setting.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector carried out joint observations of teaching and learning activities indoors.
- The inspector looked at a sample of policies and children's records and documentation, including risk assessments.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the setting's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children have fun in the setting because staff provide a wide range of stimulating activities. They implement good quality teaching and effectively promote children's development. For example, during a physical-play activity staff help children learn how to move in different ways. Children maintain their balance while they hop, jump and skip. Staff consistently give praise, resulting in children's eagerness to please and to keep on trying. They persevere in hopping to the cones set out as markers and they have a real sense of achievement when others cheer them on. Children develop good concentration because staff model actions when they give instructions. Children follow rules well and they have an understanding of their individual responsibility when they join in with team games. This means that they learn how to work together to achieve common goals. Staff have high expectations and encourage children to practise more demanding skills, such as using hoops. Older children run alongside younger ones and this helps them to develop confidence. The enthusiastic staff fully engage children and motivate them to join in with counting and singing. Children make good progress across all areas of their learning. This builds on their skills in preparation for their return to nursery or school.

The contribution of the early years provision to the well-being of children is good

Children are well behaved because staff often praise them for good behaviour, such as taking turns and sharing. Children are self-assured and hold conversations about home experiences, demonstrating a real sense of belonging. They learn to attend to their personal hygiene under supervision. However, staff do not always encourage children to help themselves during other routine activities so that they extend their independence skills. Children demonstrate a secure understanding of the healthy contents of their lunchboxes by naming the good foods that they enjoy.

The effectiveness of the leadership and management of the early years provision is good

Managers have a secure understanding of their responsibilities to manage the setting effectively. Rigorous recruitment and induction procedures help check that all staff are suitable to work with children. Managers have regular supervision sessions with staff and discuss their performance, including their need for support. Managers rigorously maintain records of risk assessments, documenting effective measures implemented following the review of accidents or incidents. Highly qualified managers consistently evaluate activities and adapt the effective teaching, enabling children to make good progress from their starting points. Parents are pleased that the same friendly staff are at the setting throughout the duration of the holidays. This helps them to build good relationships that are underpinned by the daily communication about children's achievements. However, parents do not receive sufficient information during the initial stages. As a result, when children first start, some parents are not aware that they are expected to provide lunchboxes and they do not receive clear information about the key person assigned to their children.

Setting details

Unique reference number	EY303194
Local authority	Birmingham
Inspection number	992064
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 14
Total number of places	120
Number of children on roll	150
Name of provider	Super Camps Ltd
Date of previous inspection	29 July 2009
Telephone number	01235 832222

Super Camps at Edgbaston High School for Girls was registered in 2005. It employs 20 members of childcare staff. Of these, four have Qualified Teacher Status. One member of staff has a degree in Early Childhood Studies and another has an early years qualification at level 3. The camp opens from 8am to 6pm Monday to Friday, during each school holiday.

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.

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