

# Super Camps at Thorpe House School



Thorpe House School, 29 Oval Way, GERRARDS CROSS, Buckinghamshire  
SL9 8QA

<b>Inspection date</b>	24 August 2018
Previous inspection date	28 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### The provision is good

- Management use their quality assurance monitoring program effectively, alongside feedback from parents, staff and children, to enable them to continually develop the club further.
- Parents are really pleased with the care and activities provided for their children by staff. They share that they feel their children are safe and happy and develop strong attachments with the staff.
- Children are cared for in a secure environment. Staff ensure that the premises gate is locked and only people recognised by staff can gain entry.
- Children have opportunities to develop their investigation skills, such as describing the colour and shape of clouds during a nature walk.
- Staff work closely with parents to help children settle and become confident and self-assured. Staff have daily discussions with parents to reassure them that their children's social and emotional needs are met.

### It is not yet outstanding because:

- Staff occasionally miss opportunities to encourage all children to become fully engaged in their play, such as at lunchtime.
- Sometimes, staff do not make sure that all appropriate resources are ready and available to support children's involvement in activities.

## What the setting needs to do to improve further

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

- create more opportunities for all children to fully engage and involve themselves in play during the lunchtime period
- review the organisation and preparation of resources to make sure there are sufficient ready and available, for children to use in their activities.

### Inspection activities

- The inspector viewed the school premises used by the club.
- The inspector viewed relevant documentation and evidence of the suitability of staff working in the provision.
- The inspector observed activities indoors and outdoors and assessed the quality of interactions between staff and children.
- The inspector spoke to staff, parents and children at appropriate times throughout the inspection.
- The inspector had a meeting with the area manager and regional manager.

**Inspector**  
Jamie Hassan

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Management have procedures in place to safeguard children, and staff know how to follow these should they have a concern about a child. Recruitment and training of staff is robust. Since the last inspection management have improved arrangements for how instructions are shared with children. This enables children to have a clearer understanding of what is expected and available at the start of the session. Management are proactive in using the views of children and parents to improve the provision. For example, changes in management personnel has strengthened the caring ethos of the provision. Management have good arrangements in place to share information about the day-to-day activities. For example, a card is created for each younger child attending showing all the areas of learning that have been planned for, and this is shared with parents.

### Quality of teaching, learning and assessment is good

Staff arrange a number of well-planned activities that support children's development. These complement the experiences children have at school. For example, they discuss different textures when using a variety of resources to make mixtures. Children use specific language to describe how the mixtures feel on their hands, such as coarse, damp and smooth. Staff ask challenging questions and encourage children to think for themselves. For example, children explore how they can create a container using construction materials which they can use to hold and transport rocks. Staff provide opportunities to help children improve their awareness of the wider community, such as celebrating Eid and discussing where different animals live.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models. The key-person role enables staff to help children to settle very quickly and excellent relationships are forged. Behaviour is excellent and the children have good manners. Younger children share resources and play really well together. The use of the outside environment supports children's understanding of the natural world and builds on their investigation skills. For example, children enjoy opportunities to explore and learn about different types of insects and where they live. Older children have opportunities to buddy up with younger children. For example, children played a physical game which challenged their balancing skills while intertwined with each other. Children follow the rules well. For example, they do not share their food with others because of allergies other children may have.

## Setting details

<b>Unique reference number</b>	EY476687
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10060612
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	20
<b>Number of children on roll</b>	140
<b>Name of registered person</b>	Super Camps Limited
<b>Registered person unique reference number</b>	RP906400
<b>Date of previous inspection</b>	28 August 2014
<b>Telephone number</b>	01235 467303

Super Camps at Thorpe House School registered in 2014. The camp is open during school holidays for extended care from 8am to 6pm. A number of staff are suitably qualified in sports work and three in childcare at level 3.

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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