

# Barracudas (Romford)

The Frances Bardsley Academy for Girls, Brentwood Road, ROMFORD RM1 2RR



<b>Inspection date</b>	30 July 2019
Previous inspection date	Not applicable

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

## Summary of key findings for parents

### This provision is good

- Children are reminded about safety when taking part in the variety of activities offered throughout the day. This supports their well-being and understanding of how to keep safe.
- Children settle in easily and are eager to come back the next day. They are confident and are encouraged to make their own choices about the activities they want to take part in.
- Staff support, and remind children to follow, good hygiene practices. Children enjoy eating healthy snacks and lunch in the large canteen. This offers children the opportunity for all age groups to come together in a happy, social environment.
- Staff develop good relationships with children and encourage them to make friends with each other. Staff promote a buddy system so that new children buddy up with a child who has attended the camp before. This works well and supports children's emotional and social development.
- Leaders support staff to increase their professional development. For example, staff attend seven training courses before each camp, which supports meeting the needs of children.
- Staff do not consistently update all parents about their child's day, so that they know which activities their child has taken part in and enjoyed the most.
- On occasions, staff do not organise play activities so that all children make the most of their learning.

## What the setting needs to do to improve further

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

- ensure all parents are kept updated about their child's choice of activities and preferences for learning, so that parents are clear about their child's day
- develop further ways to ensure all children make the most of their learning during play activities.

### Inspection activities

- The inspector carried out a joint observation with the early years team leader and discussed systems for self-evaluation.
- The inspector took account of parents' views through discussion and written feedback evidence from parents.
- The inspector observed the quality of interactions between staff and children during play activities and assessed how children's needs are being met.
- The inspector spoke to staff, leaders and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including suitability checks for staff.

#### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to identify if a child is at risk of abuse or harm and how to report their concerns. Staff are aware of the whistle-blowing policy. They are alert to signs that a child may be at risk of extreme views and behaviours. Staff carry out thorough risk assessments, indoors and outdoors. They ensure that there are detailed risk assessments of activities such as archery and fencing. This ensures the safety of children. Staff recruitment is comprehensive. All staff are vetted and undergo a thorough induction before camp starts. Staff are supported through supervisory meetings and observed daily by senior staff, who undertake regular self-evaluation to help improve practice and develop the camp.

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

Staff provide activities and resources that help reflect the seven areas of learning. For example, children enjoy listening to stories and selecting books from the well-resourced book area. Staff offer mathematical activities which encourage children's counting skills. For instance, children count and subtract and add up using worksheets. Children explore sand looking for hidden treasure. They use pegs to pick up the treasure hidden in the sand. Staff encourage children to be creative. For example, children use lolly sticks to make different characters that they have read about in 'Peter Pan'. Children enjoy developing their writing skills. For instance, they use pens to follow the treasure trail on worksheets. Staff provide children with many active play experiences at camp. For instance, children learn how to fence and mould and make clay figures, and they enjoy treasure hunts, following clues all around camp.

### Personal development, behaviour and welfare are good

Staff welcome children to camp and ensure children are settled and well cared for throughout the day. Children become familiar with staff immediately because they are kind and caring towards them. Children learn about behaviour rules each day during registration. They are reminded to care for each other and be kind and respectful.

## Setting details

<b>Unique reference number</b>	EY544366
<b>Local authority</b>	Havering
<b>Inspection number</b>	10057062
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 14
<b>Total number of places</b>	64
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Young World Leisure Group Limited
<b>Registered person unique reference number</b>	RP900856
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01480 467 567

Barracudas (Romford) activity camp registered in 2016. It is situated in Romford in the London Borough of Havering. The camp employs 18 members of staff. Of these, all hold childcare qualifications between level 1 to level 8. The camp opens Monday to Friday during some school holidays. Sessions run from 8am to 6pm.

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