

Camp Xplode

Gateways School, Leeds Road, Harewood, LEEDS, LS17 9LE

Inspection date

Previous inspection date

02/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Some key documentation is not kept on site, including information relating to Criminal Records Bureau checks and staff qualifications. This means staff suitability to work with children cannot be verified.
- There is not always a paediatric first aid qualified member of staff on duty. Staff who have had some first aid training are not confident in their knowledge and skills and this means children's welfare needs are not effectively met in the event of an accident.
- Partnerships with other professionals and Early Years Foundation Stage providers have not been effectively established. Consequently children's learning and development is not consistently supported to prepare them for transitions.
- Senior staff do not fully understand their roles and responsibilities and have little regard for the Statutory Framework for the Early Years Foundation Stage. They have limited knowledge of the welfare requirements and systems for evaluation and monitoring are not effectively established.

It has the following strengths

- There is a range of activities for children to enjoy, especially activities to support their physical skills and foster their imagination.
- Parents are complimentary about the setting and staff. They feel their children have settled well and are always enthusiastic about attending.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in the main classroom, in the gymnasium and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the registered person and the manager.
- A range of documents were inspected including policies and procedures, registers, risk assessments and staff evaluations.
- The inspector spoke to several parents at the inspection and took their views into account.

Inspector

Laura Hoyland

Full Report

Information about the setting

Camp Xplode is a privately owned and managed holiday camp. The setting registered in 2012 and operates from Gateway Private School in Harewood, Leeds. The setting operates from several classrooms, gymnasium, dance studio, theatre and dining hall. There is an enclosed area available for outdoor play. The setting opens Monday to Friday during

school holidays from 8am until 6pm. Children attend for a variety of sessions. The setting is registered on the Early Years Register and voluntary and compulsory parts of the Childcare Register. There are currently 43 children on roll of which 22 are in the early years age range. The setting employs eight members of staff. Of these, four hold qualifications at degree level.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present
- ensure key documentation is accessible and available, including staff qualifications and details of Criminal Records Bureau checks
- establish partnerships with other providers and provide a regular two-way flow of information in order to support children's welfare and learning.

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

- increase systems for evaluation and monitoring with specific regard to developing the understanding of the registered persons roles and responsibilities and those of staff and management.

Inspection judgements

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

Children arrive at the setting excited and ready to take part in a range of planned activities, for example, ring games and throwing and catching to promote children's physical development. Staff listen to children's requests and set up additional resources linked to their interests. For instance, paints and large pieces of paper are provided for children who want to create a 'princess castle' and use their imaginations while other children play outside on large equipment to support their muscle development. Although staff provide a range of activities and resources for children to enjoy, their knowledge is not rooted in a good understanding of the learning and development requirements of the Early Years Foundation Stage.

Children are confident in the setting and have made new friends. They play cooperatively, sharing resources and helping each other to achieve a specific aim. For example, they practise kicking a ball and attempting to score goals taking turns to be the goalkeeper.

This supports children's social and coordination skills simultaneously.

Observation, planning and assessment systems are not well established. However, children make sound progress in their learning and development because staff take into account children's interests and wishes. Staff are well deployed and engage in children's learning. For example, they promote discussion when they are threading small beads for a necklace and other staff read stories to the children asking questions about the plot to promote their communication and thinking skills.

Parents are adequately informed of what their children have been doing during their time in the setting. They liaise with staff daily and are complimentary towards the staff, commenting on their friendly and professional manner. They feel their children have settled well and have a wide range of opportunities to enjoy.

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

The manager is aware of who to contact should she have a concern regarding children's welfare and has recently updated her knowledge and understanding of the signs and symptoms of abuse. However, documentation including information relating to Criminal Records Bureau checks is not available on site to verify staff's suitability to work with children. This means that the welfare requirement is not being met and children are not adequately kept safe.

Children have made attachments with staff and although there is not a well embedded key person system children are happy and settled. For example, children attending for the first day are introduced to all staff and made to feel welcome. They are immediately involved in activities and are content when their parents leave.

Staff provide a range of physical activities to promote children's health. For instance, they teach children the 'banana song' as they practise stretching and moving. They take part in running races and staff support them to develop new skills, such as catching balls. Children are provided with a range of fruit for snack and staff encourage them to eat savoury foods before sweets from their packed lunches. This means children are starting to appreciate healthy practices in relation to diet and exercise.

Staff have very limited knowledge and understanding of preparing children for transitions. Effective links with other Early Years Foundation Stage providers have not been established to ensure consistency of care, learning and development. As a result, information is not being routinely shared to ensure children's welfare is fully promoted.

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

Leaders and managers in the setting including the registered person are not aware of their responsibilities. Managers have extremely limited knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and are unaware of their legal responsibilities. For example, poor staffing arrangements mean there is not always a

paediatric first aid qualified member of staff on duty. This means children are not adequately safeguarded in the event of an accident because this requirement is not being met effectively.

The manager oversees the planning of activities and ensures there is a wide range of resources to facilitate children's learning. Staff have relevant qualifications and skills to run drama and sport workshops, which children thoroughly enjoy. However, children's learning and development is not guided by a secure knowledge of the requirements or closely monitored as systems to do so are not fully established.

The manager carries out an evaluation on each member of staff at the end of each holiday camp. However, evaluation is weak and with the high turnover of staff it is often too late to address any emerging issues. The manager seeks views of parents through daily verbal communication, emails and using a comment box. She has made changes to the setting based on parents' views. For example, when trips are organised there is also provision for children to stay at the setting if they do not wish to attend the trip. This means parents views are listened to and children are provided with more choice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of children being cared for)(both parts of the Childcare Register)
- take action as specified above (Welfare of children being cared for)

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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

Unique reference number	EY444283
Local authority	Leeds
Inspection number	798854
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	43
Name of provider	PE Fundamentals Limited
Date of previous inspection	Not applicable

Telephone number

01132886345

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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 that are usually their 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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