

# Camp Xplode

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

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 28/10/2013 |
| Previous inspection date | 02/11/2012 |

| <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 |                         | 3 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| 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

- Information relating to staff's qualifications is not available for inspection to show that they are suitable to fulfil the requirement of their role with the children.
- Opportunities are missed for young children to consolidate their learning by exploring and developing their own ideas through child-initiated play.

### It has the following strengths

- Staff have a suitable knowledge of safeguarding and the action to take if they have concerns in order to safeguard children.
- Children suitably learn at home, because parents are provided with a timetable of activities to use with their children.
- Children form relationships with their peers through team building activities, and have built strong bonds with their key person.

## 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 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 the quality of teaching and activities in the dance studio, classroom and performing arts audio centre.
- The inspector took account of the observation and assessments.
- The inspector spoke to the nominated person and manager, and conducted a joint observation with the manager.
- The inspector looked at planning documentation, checked evidence of appropriate training, qualifications and suitability checks, and discussed the self-evaluation.

## Inspector

Thecla Grant

## Full Report

### Information about the setting

Camp Xplode was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Gateways school in the Harewood area of Leeds and is managed by a private limited company. The setting serves the local area and is accessible to all children. It operates from the sports hall pre-reception area, performing arts centre, dance studio and music suite. There is a fully enclosed area available for outdoor play that includes two large fields.

The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications at levels 5 and 6. The setting opens Monday to Friday during the school holiday periods, except Bank Holidays. Sessions are from 9.30am to 3.45pm, with extended services from 8am until 6pm. There are currently 24 children on roll who are in the early years age group and who attend for a variety of sessions.

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

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

- ensure key documentation is accessible and available, including a record of qualifications to demonstrate how staff requirements are met at all times
- promote the different ways that children learn by planning and guiding their activities to reflect the characteristics of effective teaching and learning.

### Inspection judgements

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

Children's ideas are used to form the planning, but activities provided are mainly adult led. This means that young children do not have enough time to consolidate their learning by initiating their own play. Parents are encouraged to support their children's learning at home by using the timetable of activities to share with their children. Practitioners also urge parents to participate in providing resources for craft activities and share in their children's progress through daily discussion.

The educational programme is suitably promoted through the timetable. This is mostly linked to prime areas of children's learning and include activities, such as puppet making, pasta pictures and making lion masks. These appropriately challenge the children and keep them interested for a period of time. Children also access obstacle courses, rounders

and tennis games to support their coordination and skills in manoeuvring. Their progress is evident when they successfully hit the ball, which means that their hand-eye coordination is developing well. Children are provided with games to support their large motor skills, such as music and movement games and activities where they learn to move their bodies in different ways. For example, they crawl on their tummies like snakes and pretend to be aeroplanes as they run around with their hands stretched out across their body. This means that children's physical skills are appropriately promoted.

Practitioners support children's communication skills by introducing a lot of listening and action games. They also promote their social skills by introducing games where children have to work together in a team. This means that children begin to develop relationships with each other and play well together. As a result, children continue to develop the key skills needed for the next steps in their learning. Practitioners suitably foster children's curiosity and independence, for example, they ask lots of questions about children's understanding of lions as they create their lion mask. As a result, their imaginations are stimulated and they think through how they want to create their lion mask. Consequently, some children stick lots of paper strips to make the lion's mane. All children become engrossed in the activity and the end results show that each lion mask has a smiling face. This suggests that children enjoy their time at the setting.

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

The settling-in process is appropriate for the ages of the children who attend in the holidays. For example, parents settle their child into the setting before they leave them. Children attending have experience of moving from classrooms and from day nursery to nursery school. Therefore, they are settled well. Information sought from parents is also used to support the children's well-being. This is because the 'care plan' includes children's likes, dislikes and any allergies they may have. The key person system is very well implemented into the setting. As a result, children have formed strong bonds with their key person and go to them if they are not feeling well, or if they need a cuddle. The children have also built good relationships with each other, because of the constant team building games. This means that children act independently in the provision. Their key person constantly gives praise and encouragement for children's efforts, and informs the younger children of what is happening next. The older children read this from the timetable displayed on the wall; this means that their self-esteem is promoted and they are confident in their surroundings.

Children have a good understanding of the behaviour management policy and implement it well. This is because they are included in devising their own rules for the setting. Therefore, children are mostly well behaved, and when younger children start to wander aimlessly during activities, they are quickly supported to join the group. Children also learn to keep themselves safe because the emergency fire drill is practised weekly and activities are explained well to ensure that children are safe when playing. This means that all children have an appropriate understanding of how to keep themselves safe during their holiday experience.

Children suitably learn about the healthy eating routine, for example, they learn that only

healthy snacks are allowed in the morning, and at lunchtime they can have a treat. This routine is also known by parents, because information is sent by the management team about healthy packed lunches. Children have a sound understanding of what will happen if germs enter their tummies. Therefore, they independently wash their hands with soap and water before eating. Children's health is also promoted through constant exercise for their physical development. However, during the afternoon some of the younger children keep leaving the group. This shows that the afternoon activities are not adapted, so that younger children have a change of direction to meet their particular needs.

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

An action from the previous inspection is not met. The manager states that staff qualification certificates are checked and held at head office. However, there is no evidence to show that staff are suitable to fulfil their roles with the children, because details of their qualifications are not available for inspection. This is a breach of the requirements for the Early Years Register. Children are suitably protected, because the recruitment procedures are appropriately put into practice. For example, all staff are checked with the disclosure and barring services to make sure they are suitable to care for children and their reference number is recorded. In addition to this, the policies and procedures are read by staff as part of their induction, and a paediatric first aider is available throughout the running of the holiday period.

The management team have a satisfactory understanding of how to meet the majority of the safeguarding and welfare requirements for the children. They have made sure that the setting runs from premises that are safe and secure. For example, the front gate is locked and an intercom is installed to assess visitors. In addition to this, all areas that children have entry to have access codes, and children are not allowed to leave with adults not known to the staff, unless they have the matching code. Risk assessments are used as working documents to check outdoor and indoor areas for hazards and risks. The staff team have a sound understanding of the areas and symptoms of abuse and the procedure to report any concerns. This means that children are kept safe at the setting.

The educational programme is appropriately monitored by the management team. For example, the timetable reflects the prime areas of learning, to make sure that all activities offered promote children's development. Children's progress is also seen by the experiences provided for them. Staff meetings are in place and used as a debrief session to assess how well activities have gone, and what improvements are needed to support the children. The quality of teaching is monitored through staff supervisions, and if they need support the manager acts as a mentor. Staff appraisals are used to evaluate their professional development and plan for any training they may need. This shows that staff are able to support children well in their care and learning.

A weekly review is conducted with parents and their children midway through the setting, for parents to see how well their children have developed. Parents are also invited to meet with the staff and management team before their children first start to attend. During this time they are informed of the process and activities on offer. They are also encouraged to

access the website to look at the timetable. At the end of the programme, parents are asked to fill in comment cards and children are asked to draw or fill in questionnaires to say what they would like to see the next time. This information is collated and used to improve the next holiday camp. Staff meetings are also used to include staff in the evaluations. This means that the management team use various methods to monitor their provision and are continually improving on the care and learning provided to children.

The staff team access children's observation and assessment files, because good partnerships have developed with the school. The key person adds their observations of the children while at the setting to share with their teacher. This means that children's learning is continuously supported.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

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 | 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 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 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY444283                 |
| <b>Local authority</b>             | Leeds                    |
| <b>Inspection number</b>           | 905792                   |
| <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>      | 40                       |
| <b>Number of children on roll</b>  | 40                       |
| <b>Name of provider</b>            | PE Fundamentals Limited  |
| <b>Date of previous inspection</b> | 02/11/2012               |
| <b>Telephone number</b>            | 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, 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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