

Inspection of Super Camps - Newbury

Thorngrove School, Pantings Lane, Highclere, Newbury RG20 9PS

Inspection date:

7 August 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy, settled and thoroughly enjoy their time at the warm, welcoming and inclusive club. Prior to children attending, staff gather detailed information from parents, including children's interests and any specific support needs. This enables them to plan effectively and offer personalised care that meets each child's individual requirements. Children report that they feel safe and secure, and describe staff as kind, caring and approachable. They speak confidently about the many activities they enjoy, such as the bouncy castle, arts and crafts and making new friends.

Children behave well. They are polite, use good manners and respond quickly to instructions from staff. For instance, when asked to tidy the toys they do this promptly. Staff have high expectations for children's behaviour and conduct. They act as positive role models, implement clear rules and boundaries and use effective, positive behaviour management strategies. For example, children are organised into coloured teams and earn points for positive behaviours, such as helping others, being polite and showing kindness.

Children demonstrate a secure understanding of how to lead a healthy lifestyle. They talk confidently about the importance of a well-balanced diet and maintaining good oral hygiene. Staff actively reinforce these messages through daily routines, such as giving rewards points for making healthy food choices and ensuring children drink plenty of water to keep hydrated.

What does the early years setting do well and what does it need to do better?

- Leaders and staff are committed to providing high-quality care for all children, including those with special educational needs and/or disabilities (SEND). They work closely with parents to gather relevant information, ensuring that children's individual needs are identified and effectively met.
- Staff provide children with a broad and stimulating range of activities that are closely linked to weekly themes. For example, during a topic on sea life, children make salt dough and use it to create models of marine animals, such as squids and sharks. As they handle the ingredients, children note that the salt and flour look similar because they are the same colour. Staff skilfully extend children's thinking by asking purposeful questions, such as how the materials feel. Children comment that the flour feels 'soft like snow' and observe that it becomes sticky when water is added.
- Staff provide children with a wide range of opportunities to be physically active throughout the day. Children take part in a variety of energetic games, including hockey, using a bouncy castle and navigating pirate-themed obstacle courses.

Younger children demonstrate good physical coordination as they move in different ways, such as crawling sideways like a crab or pretending to swim like a shark.

- Overall, staff interact positively with children and offer suggestions to enhance their play. For example, they encourage children to work collaboratively by challenging them to build a tower with bricks as tall as the adults. Children respond with enthusiasm, cooperating effectively to complete the task. However, during some activities, less-experienced staff do not always adapt their approach to reflect children's individual interests. As a result, a small number of children become overexcited or lose focus, which impacts their engagement.
- Staff successfully help children to develop an awareness of how to keep themselves and others safe. For example, they ask children why they are not permitted nuts in the setting or to eat foods from other children's lunch boxes. Children tell staff that this is because some children may have allergies to some foods.
- Partnerships with parents are strong. Staff communicate effectively with families, sharing regular updates about the activities children take part in. For example, parents receive daily information about their child's 'Superday' at camp. Parents speak highly of the provision, stating that their children enjoy attending and look forward to each day. They value the wide range of engaging activities on offer and the consistency of staff.
- Leaders are committed to the ongoing development of the club and demonstrate a clear drive for continuous improvement. They carry out regular audits of the provision and actively seek feedback from parents to inform their evaluation and identify areas for further development. Leaders have a good understanding of both the strengths and areas for improvement within the setting. For example, they recognise that the quality of interactions from some less-experienced staff requires development. As a result, they provide targeted support through face-to-face supervision and role modelling to strengthen staff practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2741118
Local authority	Hampshire
Inspection number	10399618
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	86
Number of children on roll	164
Name of registered person	Super Camps Limited
Registered person unique reference number	RP906400
Telephone number	01235 467303
Date of previous inspection	Not applicable

Information about this early years setting

Super Camps - Newbury registered in 2023 and is located in Newbury, Berkshire. The club operates during the school holidays between 8am and 6pm. The club employs four staff, two of whom hold level 6 qualifications.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector viewed all areas of the provision used for childcare.
- The inspector asked staff questions to establish their understanding of how to safeguard children.
- The inspector took account of the views of parents through face-to-face and written feedback provided.
- The inspector observed the quality of the staff interactions with the children during activities and jointly assessed the impact this has on children's personal development with the camp leader.

We carried out this inspection 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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