

Inspection of Premier Education Holiday Camp at Oak Hill Academy

Oak Hill Academy West London, Ashford Road, Feltham TW13 4QP

Inspection date:

4 April 2024

**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

Staff effectively promote the club's focus on children's mental and physical well-being. For example, they talk to children about food and nutrition, including eating, drinking and sleeping well. Staff teach children new skills, such as gymnastics and ball techniques, and how to do them safely. This helps children strengthen their muscle movements and develop good listening skills. Children feel joyous when they engage in physical activities that require them to jump, balance and perform somersaults. They show a positive attitude towards their activities and encourage each other to persevere. Even the younger children guide their older peers by reminding them, 'that's not how you do it'. This illustrates children's growing levels of confidence in their physical capabilities.

The management team and staff have identified that since the COVID-19 pandemic, some children have had fewer opportunities to socialise with others, which has affected their behaviour. Staff work with the host school and parents to set high expectations for all the children. They talk to children about boundaries and rules. This helps to create a sense of continuity for the children. Children, including those who are younger, learn to listen and follow staff's instructions to keep them happy and safe. Children enjoy their time at the club.

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

- The management team is committed to continual improvement. They work hard to evaluate their service and involve parents in this process. Since the COVID-19 pandemic, the management team has prioritised conversations with children about healthy living. They ensure that disadvantaged children have balanced and nutritious meals and physical activities to support their well-being.
- Parents commend the manager and staff for their work with their children. They find the staff welcoming and friendly. In addition, parents appreciate the consistency in staffing and the opportunities for their children to stay active, which motivates children to continue attending the club.
- Staff receive support and coaching to help them understand their roles and responsibilities. Previous training includes refreshing their knowledge of how to create an inclusive environment that caters to the needs of all the children. For example, staff are more sensitive to children's cultural and religious backgrounds, which makes children feel valued and respected.
- Staff have a well-implemented behaviour policy. They use age-appropriate strategies, such as providing a safe space for children to calm down and reflect on their actions. Staff encourage children to recall the club rules and consider how they must treat each other. Children are aware of kind manners, such as 'sharing is caring'. They receive lots of praise and encouragement from staff,

which raises their self-esteem.

- Children have plenty of opportunities to enjoy the outdoors. They engage in group activities and practise skills, like catching and throwing a ball. This contributes to children's enjoyment and successfully supports their varying physical abilities.
- Children develop their creativity and imagination. For example, they have opportunities to make cards, masks and wreaths, such as for Easter and other special occasions.
- Staff have regard for young children's care and emotional well-being. They observe and supervise children closely. This helps young children to settle quickly and develop trusting relationships. Young children speak positively about their time at the club. They particularly enjoy socialising with their peers at lunchtime and using the playground equipment. However, sometimes, staff do not organise the time when children move between activities and routines as effectively as possible. This means that some children grow restless and fidgety.
- Staff teach children how to keep themselves safe. One way they do this is by regularly talking to children about fire safety. Children know what to do in emergency situations.
- Staff motivate children to develop independence by encouraging them to put their belongings in the designated area and to take care of them. Children, regardless of their age, take responsibility for preparing themselves for physical activities. This helps children gain essential skills that are crucial for their education.

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	2743162
Local authority	Hounslow
Inspection number	10337752
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	48
Number of children on roll	48
Name of registered person	Physical Development Ltd
Registered person unique reference number	2628973
Telephone number	01344592351
Date of previous inspection	Not applicable

Information about this early years setting

Premier Education Holiday Camp at Oak Hill Academy registered in 2023. It operates from Oak Hill Academy in the London Borough of Hounslow. The camp is open during the school holidays from 9am until 5pm, Monday to Friday. Four staff members work there, including the manager, who holds a level 3 sports qualification, and two staff members who have a level 2 qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The manager showed the inspector the areas used by the children and explained how they organise the environment and experiences for them.
- One of the directors met with the inspector to discuss staff recruitment and training procedures. He ensured that required documents, including staff's suitability checks and paediatric first-aid certificates, were available for the inspector to view.
- The inspector observed interactions between children and staff, inside and outside, to assess how well children's needs are met. This included a joint observation with one of the directors.
- Staff and children shared their views and experiences with the inspector at appropriate times during the inspection. The inspector also took account of parents' verbal and written feedback.

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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