

# Skool Camp (Manchester) Limited

The Green Park Centre, Bakewell Avenue, Haughton Green, Denton, M34 1NS

## Inspection date

11/11/2014

Previous inspection date

14/05/2014

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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 3

## The quality and standards of the early years provision

### This provision requires improvement

- Parents are welcomed to the setting. They are encouraged to provide information about their children's starting points on entry. This information is used appropriately to plan familiar activities for children who are new to the club.
- Children are given opportunities to make decisions about their play and the club's social and recreational ethos is promoted appropriately through a balance of child-initiated and adult-led activities, which are sufficiently stimulating and challenging.
- Arrangements for safeguarding children are embedded. Clear policies and procedures are implemented consistently to promote children's safety and welfare at the club. This includes e-safety, which promotes the safe use of digital media that children use to explore, connect, create and learn.
- Staff regularly risk assess the premises and children play in a safe environment.

### It is not yet good because

- The key-person system is not yet secure enough to ensure all children's care is tailored to meet their individual needs.
- Staff practice is variable. Opportunities are missed at meal time to promote children's key skills and opportunities for children who wish to rest and play quietly are hindered.
- Staff's ability to set challenging targets for the future, taking into consideration the views of parents and other key people, is not yet fully secure.

## 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 looked at the premises in relation to health and safety.  
Children's activities were jointly observed and discussed with the club's manager in
- relation to how staff interact with the children and support their care, learning and play.
- The inspector looked at children's records and other relevant documentation.
- The inspector checked staff's suitability, qualifications and discussed issues arising from the club's action plans.
- The inspector took account of the views of children, a parent and an officer from the local authority spoken to on the day.

## Inspector

Cathleen Howarth

## Full report

### Information about the setting

Skool Camp (Manchester) Limited re-registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by two private individuals and operates from a community centre in the Haughton Green area of Tameside. The club serves the local area and is accessible to all children. Children use the main hall and associated facilities and there is a park area available in the grounds for outdoor play. The owners work at the club and both hold appropriate early years qualifications at level 3. They employ two members of childcare staff and of these, one is working towards a qualification at level 3. Sessions are from 7.15am until 8.45am and 3.15pm to 6.15pm during term time only and from 7.15am to 6.15pm during the school holidays. The club is closed over the Christmas period. There are currently 40 children attending, 10 of whom are in the early years age group. Children attend for a variety of sessions. The deputy manager's dog regularly attends the club. The club is affiliated to The Out of School Alliance and it currently receives support from the local authority.

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

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

- improve the key-person system and build relationships with parents and other key people at school to ensure that every child's care is tailored to meet their individual needs.

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

- enhance provision for children who wish to rest and play quietly without disturbance
- ensure all staff consistently promote children's growing independence at mealtimes and always use this opportunity to reinforce and enhance children's self-help skills, communication and language
- build on existing self-evaluation strategies to identify and prioritise aspects of the provision to be developed and use the views of parents, children and other key people to make these improvements.

## Inspection judgements

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

The club's social and recreational ethos is generally good in enabling children to learn through their play and it adequately promotes the characteristics of effective learning, such as, playing and exploring, active learning and creating and thinking critically. Staff usually encourage children to be independent and all children are confident. When they arrive at the club they take responsibility for hanging their coats and bags on the coat hooks provided. Children make their own choices about activities and who they play with. They take responsibility for tidying up before they leave the club.

Staff plan and provide suitable indoor and outdoor activities and play opportunities, clearly allowing children to have as much choice as possible and encouraging them to use their imagination. However, staff's ability to complement children's learning at school is hindered because the key-person system is not yet fully embedded. This also impacts on the way staff support and facilitate children's activities. Even though staff are aware to promote children's communication and language skills, and support their physical, personal, social and development, practice is variable. Children clearly listen to what they are being told and they follow instructions but some staff miss opportunities to encourage children to talk about their day and discuss what they have done at school. Staff observe and track children's achievements with an appropriate assessment tool. To some extent it demonstrates to staff that children are working comfortably within the typical range of development expected for their age, taking into account starting points, which are discussed with parents at the point of registration. However, the accuracy of formative assessments may not be secure, as staff practice is variable in relation to working with children, parents and other key people at school.

Staff clearly understand how children's sensory awareness supports their creativity by arousing their imagination and curiosity through exploration of colour and texture during art and craft sessions. They plan and provide activities and play opportunities, which appropriately allow children to use their imagination. Children like to dress-up in princess outfits and through imaginary play anything is possible. Energetic play is part of the continuous provision. Team ball games, such as five-a-side football, is a good way to promote children's physical, personal, social and emotional development. All staff help children to learn about what is right and wrong. For example, children are learning about winning and losing and how to responsibly manage moments of excitement, frustration and disappointment. They are encouraged to join in and have a go. Other team games, such as rounders, develop children's visual and spatial awareness. There are adequate opportunities for children to investigate and explore mark-making resources and materials. Children manipulate small objects when they draw, colour, cut and paste to promote hand and eye coordination and to develop small muscle skills. Parents are routinely kept informed about what children have achieved at the club. Children take home what they have drawn, such as portraits of special family members, and this enhances children's self-esteem. Overall, children are developing the skills, attitudes and dispositions they need to be ready for their next stage of learning, in a relaxed social environment.

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

The key-person system is not fully embedded, which is a breach of a safeguarding and welfare requirement. In relation to children's health and well-being, some care practices

are variable and not fully tailored to meet the individual needs of all children. For example, children spend a considerable amount of time away from home. They leave home early in the morning to attend the breakfast club and they return home late after attending the after school club. The information obtained from parents and key people at school is sometimes incomplete and staff are uncertain about how much food and rest children require. Inevitably, noise levels fluctuate in the big hall. The lay out of the club does not always provide for children who wish to relax or play quietly without disturbance.

Staff practice is variable at mealtimes. Some staff over-direct and complete tasks for children who are capable of doing things for themselves. For example, staff help to set and clear the tables and prepare and serve food. However, the food offered to children is nutritious and staff are sufficiently aware of children's special dietary requirements, such as food allergies. Children are learning about the benefits of fresh air, exercise and a healthy diet through relevant activities at the club. They understand the importance of hand-washing procedures, particularly before meals, after messy play and after using the toilet, to minimise the risk of the spread of infection.

Transitions are not managed consistently because not all staff are aware of key people in settings where children spend more time. However, children have formed secure attachments with all the staff at the club. Children behave well and the staff's approach to behaviour management is consistent and developmentally appropriate, respecting individual children's level of understanding and maturity. Children said they feel safe in the setting and they are confident to express their needs and wishes to all members of staff. There is also a relevant buddy system in place and older children befriend and support children who are new to the club. Staff take reasonable steps to ensure hazards to children on the premises are minimised and they are trained to have an understanding of health and safety requirements for the environment in which they work. This includes appropriate written risk assessments and food preparation and handling procedures, to promote children's health and safety at the club. Children routinely practise the emergency evacuation procedure in case they need to leave the premises at short notice. Mille, the dog, is an endearing feature at the club. The manager includes Mille on the club's risk assessment to ensure she does not pose a health and safety risk to children. For example, the deputy manager makes sure Mille is safe to be in the proximity of children and she is responsible for managing interactions between children and the dog. From the outset, children are taught not to startle or hurt Mille. The deputy provides relevant information from the vet to demonstrate Mille is wormed, free from fleas and vaccinated annually.

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

In relation to child protection, working practices and procedures help to protect children. Staff demonstrate they understand how to safeguard children. The child protection policy has been reviewed and it is displayed on the parent's notice board alongside the complaint procedure. Parents have easy access to other organisational policies and procedures, which are kept in a file on the table in the reception area. Children only leave the premises with a known adult. There are appropriate selection, recruitment and vetting procedures in place including staff induction and supervision, to identify staff's training needs. The

manager has secured training to develop her role as the club's special educational needs and disability coordinator. Staff put into practice what they have learnt on training courses. For example, they are currently helping children develop the club's council in order to obtain the views of children in a more meaningful and consistent way.

Staff currently receive advice and support from the local authority including in-house training to develop their understanding of the Early Years Foundation Stage. This is done to improve outcomes for children. An action plan is in place, which identifies and prioritises aspects of the provision to be developed in the short-term, including the children's council. An officer from the local authority, who was present throughout the inspection, confirmed staff are receptive to the advice offered. As a result, the actions raised at previous inspections have been implemented to improve children's overall care and welfare. For example, the child protection policy has been reviewed to include suitable arrangements for the use of mobile phones and cameras. It also includes a statement on e-safety to promote the safe use of digital media. A daily register is now maintained including arrival and departure time for children, staff and visitors. Staff suitability checks are now available to view including suitable enhanced Disclosure and Barring Service checks.

A short-term action plan is in place. However, self-evaluation and plans for the longer term, including how staff facilitate children's activities, is less clear as input from the local authority is likely to diminish or be withdrawn. Links with parents and other professionals involved in supporting children's care and education, are not fully embedded to ensure the individual needs of children are consistently identified and met. However, staff have devised a transition book to address this issue, although it has not yet been implemented. It is designed to promote a seamless approach to delivering the Early Years Foundation Stage and to ensure children continue to develop the key skills needed for the next steps in their learning. Although an action has been raised at this inspection to develop the key-person system, it does not have a significant impact on the safety and well-being of children. The manager demonstrates sufficient ability to make the required improvements.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.                                                                 |
| 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 monitored and inspected again within six months of the date of this inspection. |
| Met     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY426356                        |
| <b>Local authority</b>             | Tameside                        |
| <b>Inspection number</b>           | 985134                          |
| <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>      | 50                              |
| <b>Number of children on roll</b>  | 40                              |
| <b>Name of provider</b>            | Skool Camp (Manchester) Limited |
| <b>Date of previous inspection</b> | 14/05/2014                      |
| <b>Telephone number</b>            | 07872 930366                    |

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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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