

Inspection of 4-2-11 Activity Camp - Cotswold School

4-2-11 Activity Camp, Cotswold School, Cheltenham GL54 2BE

Inspection date:

24 August 2023

**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 to attend the inviting and friendly holiday camp. They form secure relationships with the staff who care for them. Children are allocated a key group during their time at the camp. Each morning, staff and children come together for a welcome discussion. Staff reintroduce themselves to the children to make sure they are familiar with their names. They talk about the routine of the day and the activities that will be on offer.

Children are aware of staff's expectations for their behaviour. They are respectful towards each other and raise their hand to take turns to share the camp's rules with the rest of the group. Children announce that it is important to listen to adults and to be kind to each other. They know that they are not allowed to share drinks or food from their lunch box with others. Children demonstrate an understanding of how this relates to safety and explain that this might cause someone to have an allergic reaction and make them unwell.

Children benefit from a range of planned play and interesting experiences each week. They spend the morning in the adjoining woods, where specialist professionals lead outdoor play. Children are eager to explore the outdoor environment and excitedly search for woodland animals. Staff encourage them to join in with activities, which promotes their independence and teaches them how to safely manage risks. For example, they support children to use a hammer to transfer the fibres from grass onto fabric to create a piece of bunting that they can take home.

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

- Staff seek a range of information from parents when children first begin to attend. They ask parents to complete an 'All About Me' form, which includes information about children's experiences and routines at home, as well as their likes and dislikes. Staff speak with parents at drop off and collection times to ensure they have up-to-date information to consistently meet young children's needs at the highest level.
- Staff are attentive to young children's personal care needs. They check in with them regularly and provide them with plenty of reminders throughout the day, such as to use the toilet before going outside. Staff recognise when children do not drink enough water during the morning session. They take their drinks bottles to them and remind children of the importance of staying hydrated.
- Children have plenty of opportunities for fresh air and exercise throughout the day. They problem solve and develop their core strength and balance. Children successfully lay down inside a hammock without tipping out. Children display

pride in their achievements and say to visitors 'Look at me.'

- Leaders and staff carefully plan events to enhance children's life experiences. They take children to weekly swimming lessons at the local pool and provide them with opportunities to observe how a camp fire is built. Children delight in toasting their own marshmallows. They carefully sandwich the marshmallow between biscuits. Children tell visitors that this was their favourite part of the day.
- Leaders and staff form positive partnerships with the host school. Good communication methods are in place, which ensure that staff are informed of any expected visitors, such as those completing works on the school. Leaders and managers are reflective and recognise that partnerships with other settings and schools that children attend could be developed further, to promote greater continuity in children's care and experiences.
- Leaders have effective procedures in place to evaluate the service they provide. They regularly send out surveys to parents and also display a QR code in the reception area, so they can share instant feedback. Leaders gather feedback from staff after each camp to identify strengths, as well as areas for development for future camps. For example, they explain that they would like to delegate some responsibilities, such as ordering and monitoring resources to a member of staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibility to keep children safe. They undertake daily risk assessments of the indoor and outdoor environments to ensure the premises remain secure and any risks or hazards are well managed. Staff teach children how to manage risks safely. For example, they support them to climb down from a tree carefully. All staff attend safeguarding training. They are aware of the signs that may indicate a child is at risk of harm and know the procedures to follow to report these concerns. This includes instances where children may have been subject to extreme views or behaviours.

Setting details

Unique reference number	2639231
Local authority	Gloucestershire
Inspection number	10289142
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	3 to 14
Total number of places	90
Number of children on roll	164
Name of registered person	Hall, Kate Elizabeth
Registered person unique reference number	RP515660
Telephone number	07825 630751
Date of previous inspection	Not applicable

Information about this early years setting

4-2-11 Activity Camp -Cotswold School registered in May 2021. It operates from the site of Cotswold School, Cheltenham. The camp offers care from 9am to 4pm with early drop off from 8.30am and late pick up at 5.30pm, Monday to Friday during school holidays only.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders of the club and has taken that into account in her evaluation of the setting.
- The inspector observed staff's interactions with children and monitored children's engagement in a range of play activities, indoors and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector met with leaders and managers to discuss how the provision is organised.
- The inspector reviewed documentation including the suitability of staff and paediatric first-aid certificates.

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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