

Inspection of Camp England Esher

Esher C Of E High School, More Lane, Esher KT10 8AP

Inspection date:

19 February 2025

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

**This
inspection**

Met

Previous
inspection

Not Met (enforcement)

What is it like to attend this early years setting?

This provision meets requirements

Most of the early years children at the camp attend a sister setting during term time, and the staff from the sister setting are also employed at the camp. Therefore, children know the staff well and have developed strong bonds with them. This provides children with consistency that enables them to arrive with confidence to begin their day at the camp. Staff are friendly and kind towards the children. They follow children's interests as they engage in their play. This helps children to settle quickly and enjoy their time at the camp.

Children behave well. Staff arrange the environment so that children quickly focus their attention on activities of their choosing. Children respond well to interactions from staff. For instance, staff encourage them to compare whether the towers that children have built are smaller or taller than themselves. Children enjoy making these observations and sharing their thoughts and ideas with their peers and staff. Children laugh with delight as their towers fall down, and they continue building something else. This supports them to focus their attention, which promotes positive behaviour.

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

- Leaders have taken appropriate action since the last inspection and made improvements in order to address the identified weaknesses. This includes ensuring that there is a paediatric first-aider onsite who can respond to incidents promptly. They also implement safer recruitment procedures, and have improved the security of the premises. This ensures that they are meeting the requirements of registration and helps to keep children safe during their time at the club.
- Staff report that they are well supported by leaders. They have an effective induction, which helps them to understand their roles and responsibilities. Staff complete relevant training and have easily accessible staff handbooks that they can refer to when needed. Leaders also regularly observe staff practice. They recognise strengths and areas for improvement, which they feedback to staff to help them to improve their practice further.
- The arrangements to promote children's safety are effective. For example, staff undertake appropriate safeguarding training. This enables them to recognise the signs and symptoms of abuse, and to understand the procedures they need to follow if they have any safeguarding concerns. They ensure they know where children are at all times by supervising them well and regularly checking how many children they have in their group. Staff complete relevant risk assessments of the equipment, activities and premises. They are aware of the setting's policies and procedures, such as what they need to do if there is an emergency.

This helps to keep children safe.

- Children are supported well to show positive behaviour. For example, staff recognise when children need support to regulate their feelings. They speak calmly to children and, if needed, offer them quiet time. This provides children with a safe space, where they can learn to modify their own behaviour.
- Staff plan activities to encourage children to take turns and develop their listening skills. Overall, children engage well in these experiences. However, at times, staff do not always consider how to support children to remain focused on the activity when it is not their turn. At these times, children are easily distracted, which causes them to lose interest.
- Children benefit from opportunities to learn to work things out for themselves. For instance, when staff play games with them, they give children time to complete tasks independently. Children enjoy taking on these challenges, and staff recognise when to step in to provide appropriate support.
- Parents are very happy with the club. They say that communication is good and they are kept informed of their child's time at the camp. Leaders gather appropriate information from parents, which enables staff to meet children's needs. Parents report that staff know their children well and build good bonds with them.

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	2733475
Local authority	Surrey
Inspection number	10390229
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 13
Total number of places	94
Number of children on roll	50
Name of registered person	England Sports Group Partnership
Registered person unique reference number	RP900008
Telephone number	02083390523
Date of previous inspection	31 October 2024

Information about this early years setting

Camp England Esher registered in 2023 and is situated within the grounds of Esher High School in Esher, Surrey. The setting operates during most school holidays, Monday to Friday, from 8.30am to 5pm. The number of staff employed to work at the setting depends on the number of children attending.

Information about this inspection

Inspector
Hayley Kiely

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025