

Inspection of Kidz Camp Essex Rayleigh

Rayleigh Primary School, Love Lane, Rayleigh SS6 7DD

Inspection date: 30 May 2025

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are at the heart of this setting. They arrive excited and eager to embark in a day filled with fun and stimulating activities. Leaders create a very dynamic environment. They carefully consider parents' feedback and children's views and interests when organising a wide array of activities that aim to enrich children's experiences. Staff and leaders continuously encourage children to freely and confidently make their own choices of what they would like to explore next. For example, when children prefer a quieter area, nurturing staff are readily available to accommodate this.

Children are happy and always display high levels of energy. They behave exceptionally well and are very respectful and considerate towards their peers and adults. Children that are new to the setting are well-supported by warm staff who introduce them to the group and brief them on the day's planned activities and routines. Staff ensure that all children feel welcome and safe during their time at this setting, which supports their emotional resilience.

Children are confident and friendly. They have fond relationships with the staff and approach them with ease for reassurance or help. Children are also very aware of the setting's rules. They discuss these with staff at the beginning of each session and develop a great awareness of boundaries and expectations.

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

- Staff and leaders are very welcoming and caring. They provide an inclusive and diverse environment where children flourish. Staff and leaders are dedicated and committed to ensuring that disadvantaged children also have access to opportunities to enrich their experiences. They work closely with the local school and other professionals to support all those families that require additional support. Furthermore, staff and leaders have effective systems in place to ensure children with special educational needs and/or disabilities feel valued and included.
- Staff are knowledgeable and experienced. They continuously adapt their practice to meet children's needs and interests. Staff always engage with children in meaningful discussions and conversations about what they are doing, to get to know them better and strengthen their relationships. As a result, children follow the setting's routines with ease and confidence.
- Children have access to a large playground, which helps them to embrace a healthy lifestyle. For example, outside, children choose what games and activities to get involved in such as hockey, basketball or mini games. They follow staff's instructions with confidence and laugh and giggle with excitement.

as they cooperate and work as a team with their peers. This further develops children's gross motor skills and stamina.

- Staff provide meaningful opportunities for younger children to strengthen their teamwork and listening and attention skills. They prompt children to 'guess' the game then list the instructions. Children become highly competitive when playing a chasing game, displaying very high levels of enthusiasm. They also thoroughly enjoy activities where they have to match their peer's shoes while counting backwards to practise and consolidate their mathematical skills. This allows for continuity of care and education.
- Staff value children's achievements and praise them for their efforts. For example, when children enjoy arts and crafts activities, staff encourage them to join in a drawing competition. Children skilfully use a great selection of mark-making tools and concentrate exceptionally well to accomplish 'masterpieces'. They talk to staff and peers about what they are doing, while showing determination and perseverance. This also supports children's dexterity, creativity and imagination.
- Leaders are inspirational and passionate about delivering the best experiences for all children. They reflect and have an ambitious vision which is embraced by all staff with commitment and dedication. Leaders value staff's well-being and professional development and implement effective strategies to motivate and support their growth. Staff report that they are very happy to work at this setting. They benefit from extensive induction sessions and tailored training programmes.
- Partnerships with parents are strong. Leaders and staff work very closely with them to ensure that communication is effective. They value parents' feedback and offer them flexibility and ongoing support.

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	EY547631
Local authority	Essex
Inspection number	10392154
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 12
Total number of places	60
Number of children on roll	822
Name of registered person	Kidz Camp Essex Ltd
Registered person unique reference number	RP547630
Telephone number	01702 879224
Date of previous inspection	7 August 2019

Information about this early years setting

Kidz Camp Essex Rayleigh registered in 2017 and is one of four holiday schemes run by the organisation. The setting employs 17 members of childcare staff. Of these, five members hold an early years qualification at level 3 or above. The setting opens Monday to Friday, during school holidays. Opening times are from 7.30am until 6pm.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- Leaders showed the inspector around the setting. They discussed how the provision, and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed how children's interest are considered when planning activities.
- The inspector had discussions with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work with children.

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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