

Inspection of Teach Major Holiday Camps

Farnham Common Junior School, Sherbourne Walk, Farnham Common, Slough SL2
3TZ

Inspection date:

14 February 2024

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

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Children arrive happily and eager to go into the holiday club. They develop their independence skills, through their daily routine. For instance, they hang up their coat and place their packed lunch on the table, when they arrive. Children make choices from the range of activities available and settle down to begin their day.

There are good levels of interaction with staff and children. Staff plan an exciting range of activities to enable children to explore musical instruments, sing songs and learn dance moves. The children eagerly follow simple exercises to warm up their vocal cords, before they focus on singing a song.

Children learn about different cultures, through their experiences. They sing African songs and learn to play the drums. Staff adapt the activities to meet the age and needs of the children. For instance, older children work on a more complicated rhythm, once accomplished they encourage the younger children to follow a simplified version.

Staff encourage older children to be supportive towards the needs of the younger ones. For instance, older children turn the skipping rope and encourage the younger ones to jump at the right time. Several children go to clubs with their older siblings, they initially sit alongside them to reassure them. However, as the day goes on, they become more confident and begin to make friends with the other children.

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

- Overall, there is good leadership of the setting. However, the staff-to-child qualification ratios do not meet the requirements of the Statutory framework for the early years foundation stage. Although the impact on children is minimal, this is a legal requirement, when young children are attending who are not yet in Reception class during the school day.
- All staff have completed safeguarding training. They demonstrate a secure knowledge and understanding of how to identify any concerns about a child's welfare and the reporting procedures to keep them safe. All staff working with children have a paediatric first-aid qualification. This enables them to understand how to manage accidents appropriately if they occur.
- Effective risk assessments are completed on the areas used by the children. For example, the gates to the premises are locked once the children have arrived. Staff supervise children well for instance in the playground they are deployed effectively, so they can monitor the children. Staff complete regular head counts to ensure all children are accounted for when they move from one area of the

premises to another.

- Staff plan an exciting range of activities, with a focus on music, drama and dance. This helps to support children's creative skills and develop their confidence. Staff teach techniques that will help children learn to control their voice when they sing and introduce musical notes, so they can follow these when playing the keyboard. Children are encouraged to work as a team and have a go at all aspects of the performance.
- Children use paints to create Valentine's Day cards for their families. Staff are motivated and happily join in and support younger children as they follow simple dance moves to well-known songs. Staff provide regular breaks for children where they are encouraged to drink water and to have a snack. Children enjoy outdoor play during the day. They kick balls, have a go at table tennis and initiate their games, such as selling doughnuts from their shop.
- Throughout the day, staff encourage children to look after the environment and the equipment they use. For instance, children tidy up after each activity and put their chairs away. Staff praise children throughout the day for their good work and encourage younger children to listen, rewarding their good behaviour with stickers before they go home.
- The staff work in partnership with parents. They greet the families with a warm welcome on their arrival, and check that the children have everything they need for the day ahead. Parents comment their children speak positively about their time at the setting and look forward to returning. The provider works in partnership with the school, from which they operate, to ensure they communicate effectively, for instance, when maintenance work is taking place.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the staff-to-child qualification ratios are met when early years children who are age three and over are in attendance.	01/03/2024

Setting details

Unique reference number	2723201
Local authority	Buckinghamshire
Inspection number	10319577
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	30
Number of children on roll	15
Name of registered person	Teach Major Ltd
Registered person unique reference number	2723200
Telephone number	02082438791
Date of previous inspection	Not applicable

Information about this early years setting

Teach Major Holiday Camps is based at Farnham Common Junior School. It registered in 2023. The camp operates Monday to Friday 9am to 4pm during school holidays, apart from Christmas and New Year. Two staff work with the children, of those one has qualified teacher status.

Information about this inspection

Inspector

Maria Conroy

Inspection activities

- The manager joined the inspector in completing a learning walk and talked to the inspector about how they plan and provide the activities for the children who attend.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the holiday club.
- The inspector observed the interactions between staff and 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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