

Inspection of Ultimate Activity Camps at Headington Prep School

Headington School, 26 London Road, Headington, OXFORD OX3 7PB

Inspection date:

19 August 2024

**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 happy and content. Most children know their surroundings well as they attend the school and are aware of their play environments. Those children who do not attend the school receive positive support through explanations and engagement to become familiar with the areas they use. Staff are very aware of children's interests and effectively adapt the activities to promote these. For example, children who prefer to play outside take part in a bug-house building activity. Staff extend the time allocated to ensure children finish this play to their satisfaction.

Children's confidence grows during the well-planned activities and play experiences. Staff effectively interact and engage with children in conversations to help link the play to their interest and preferences. Children feel secure and welcomed into the setting through the positive relationships developed with the staff.

Children develop close friendships with staff and other children. Staff support this well through team games and activities. For example, during nature trails, staff pair children up with others who have similar interests. They use effective questions to encourage children to make bonds and develop team work and cooperative play.

Children are cared for by familiar staff. Managers carefully plan staffing arrangements so that children receive consistent care. Staff who work with younger children have the relevant qualifications and experiences to understand how to meet younger children's needs.

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

- Staff are enthusiastic to continuously attend training to meet the ongoing needs for the children in the camp. Managers regularly assess staff's understanding of procedures and policies and how these are successfully implemented on a daily basis.
- Staff support children to meet their own personal needs effectively. Children confidently explain why they need to wash their hands after outdoor play, before lunch and snacks and after toileting. Staff positively promote children's dignity and privacy when using the bathroom, with sensitive support to manage their own needs.
- Staff plan a wide range of stimulating and interesting activities that provides children with a good balance of indoor and outdoor experiences. Children confidently voice their opinions about what they like best. Staff recognise this and use feedback from children to vary the experiences to support their

preferences. For example, some children prefer more physical games. Staff incorporate more team work and leadership responsibilities during games, such as dodgeball. However, on some occasions, the activities for this age range do not stretch and challenge some children enough. There is limited flexibility for these children to join older children's activities and experiences to fully meet their needs.

- Staff highly promote children's physical well-being. Children experience physical activities in both indoor and outdoor environments. They gain fresh air, exploring their surroundings and learning to appreciate the natural world. They are reminded to regularly drink water and take regular snacks. Staff encourage children and parents to provide healthy options to encourage children's understanding of a healthy diet and nutrition. Children enthusiastically show staff and their friends what healthy foods they are eating for their lunch.
- Children learn to keep themselves safe. Staff give clear explanations as to how to use equipment safely, to protect children from hazards and harm. They help children to assess their play environments themselves. This helps children to thoroughly enjoy their play experiences in a safe and secure environment.
- Staff are well deployed and provide children with positive interactions and engagements. Children listen to rules and boundaries, and learn to understand how to play group games cooperatively. They learn to negotiate through these activities by talking through roles and responsibilities to support harmonious play. For example, staff and children explain to each other who are sharks in the parachute game and ensure everyone has this opportunity by swapping roles successfully.
- Parents are welcomed by the children's key person. Staff build professional and positive relationships with parents, exchanging information about the care needs for individual children. However, parents do not always know what activities their children have participated in.

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	EY476483
Local authority	Oxfordshire
Inspection number	10351303
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 14
Total number of places	48
Number of children on roll	621
Name of registered person	The Ultimate Activity Company Ltd
Registered person unique reference number	RP901335
Telephone number	0330 1117077
Date of previous inspection	23 October 2018

Information about this early years setting

Ultimate Activity Camps at Headington Prep School is one of many provisions run by The Ultimate Activity Company Ltd. This setting registered in 2014 and operates from Headington Preparatory School in Oxford. The setting operates each weekday from 8am until 6pm, during the Easter and summer holidays, and the October and February half-term holidays. The setting employs twenty-two staff, two of whom have qualified teacher status and one holds a level three qualification.

Information about this inspection

Inspector
Claire Parnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at camp.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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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