

Inspection of Ultimate Activity Camps at Holy Cross Preparatory School

Holy Cross Preparatory School, George Road, KINGSTON UPON THAMES, Surrey
KT2 7NU

Inspection date:

28 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 happy in this holiday club. Leaders plan a varied timetable that gives children choice and independence. On arrival, children settle quickly and are drawn to engaging activities. They become absorbed in creative tasks such as making paper aeroplanes, and they laugh with friends while playing games such as dominoes. Children confidently tell the inspector they enjoy fencing and zorbing. Enthusiastic staff make sure all children are involved. Children concentrate as they play and take part in excited conversations with staff and friends. Staff know children well and build good relationships with them. They settle them into their groups and help them feel comfortable, especially those new to the club. This helps all children to have fun experiences.

Children show respectful attitudes to their friends and staff. They are reminded about the camp's expectations, including the importance of kindness and anti-bullying. Children are chosen to carry items and help with tasks. This fosters a sense of responsibility and teamwork. Before activities begin, staff gather the children to explain and recap rules. Clear instructions about sharing equipment help teach children patience and cooperation. These high expectations of behaviour create a supportive environment where children learn important social skills.

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

- Staff use a sequenced approach to activities, gradually increasing complexity to support skill development. For example, children begin with simple ball games to build coordination and turn-taking. They then progress to aiming at more distant targets, and finally participate in team basketball matches. This structure helps children consolidate and apply their skills. As a result, children develop hand-eye coordination and spatial awareness.
- Children's safety is prioritised. Staff regularly remind children about potential hazards, such as slippery steps or out-of-bounds areas marked with red tape. Allergy management is thorough, with lunchboxes checked carefully and children reminded not to share food, ensuring the safety of those with allergies. Clear procedures for signing children in and out, along with regular head counts, help ensure every child is consistently accounted for and cared for. These measures create a secure, well-managed environment where children are able to explore safely.
- Staff actively promote children's independence by involving them in simple responsibilities throughout the day. Children are expected to throw away their rubbish and carry their own belongings. These routines encourage children to take ownership of their actions and decisions. As a result, they develop self-care skills, a sense of responsibility and greater confidence in managing everyday

tasks independently.

- Children stay actively engaged throughout the day. Energetic staff encourage participation and create a positive atmosphere. During a scavenger hunt, children eagerly work in pairs to find insects and plants using tools such as binoculars and magnifying glasses, sparking excitement and curiosity about nature. During cricket, staff adapt activities to meet individual needs, involving less confident children with alternative skills such as catching to ensure everyone participates. This attentive approach keeps children motivated.
- Staff manage transitions effectively by using clear routines, visual timetables and consistent verbal reminders. At the start of each session, staff review the day's plan and rules, helping children feel secure and prepared. As a result, children experience a sense of stability and reassurance, which supports their emotional well-being and helps them approach the day with confidence.
- Staff promote good hygiene and healthy habits by encouraging children to wash their hands after using the toilet. Staff regularly remind children to hydrate themselves by drinking water. Staff speak to children about eating nutritious food and explain how exercise strengthens their bones. This supports children's physical development and helps them create lifelong healthy habits.
- Leaders ensure good standards of care by providing all staff with thorough training and induction before they start. For example, staff complete online training and attend an induction day before camp begins. This helps ensure staff are well informed and prepared to meet children's individual needs. However, the lack of consistent monitoring means staff are not always confident about their practice.

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	EY460227
Local authority	Kingston upon Thames
Inspection number	10392201
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	180
Number of children on roll	64
Name of registered person	The Ultimate Activity Company Ltd
Registered person unique reference number	RP901335
Telephone number	0330 1117077
Date of previous inspection	9 August 2019

Information about this early years setting

Ultimate Activity Camps at Holy Cross Preparatory School registered in 2013. The camp operates from Holy Cross Preparatory School for Girls, in the London Borough of Kingston upon Thames. The camp operates during the school holidays from 8am to 6pm. There are four members of staff. The manager holds qualified teacher status.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Parents spoke to the inspector during the inspection and shared their views.

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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