

Venture Camps Maidstone

Unique reference number (URN): 2776220

Address: Bearsted Primary Academy, Popesfield Way, Weaving, Maidstone, ME14 5GA

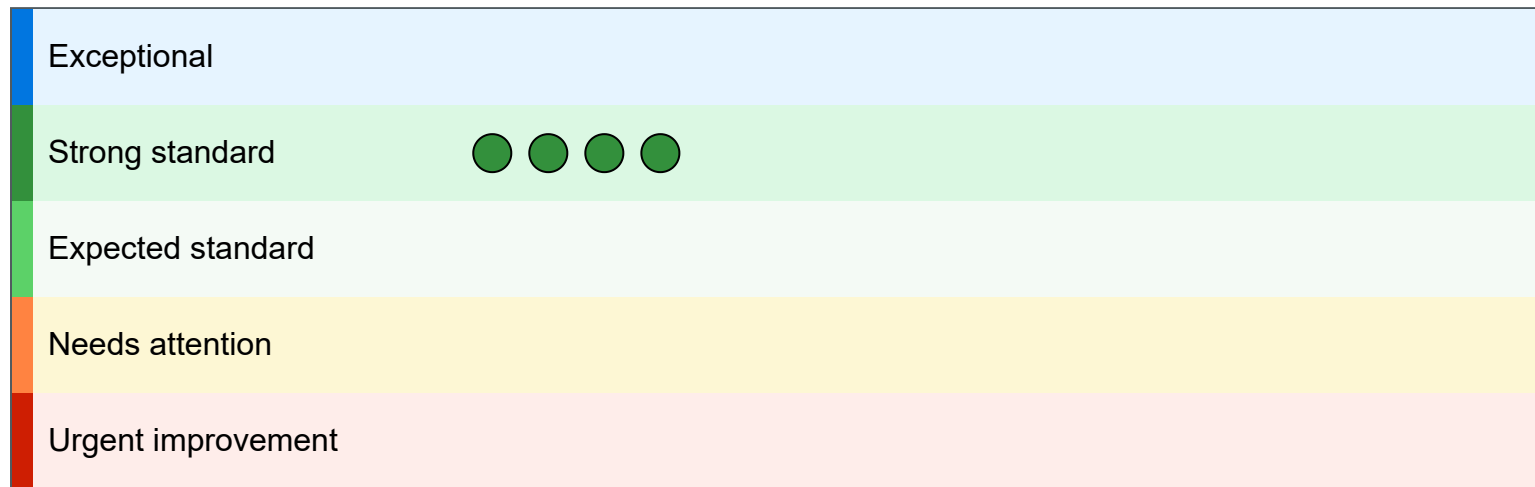
Type: Childcare on non-domestic premises

Registered with Ofsted: 26/01/2024

Registers: EYR, CCR, VCR

Registered person: Venture Training & Education Ltd

Inspection report: 15 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Staff form extremely positive and trusting relationships with the children. They are highly skilled in supporting children in forming friendships with peers. For instance, buddy systems and rotating groups help all children get to know one another at camp. As a result, children are confident and settle quickly and feel a valued member of the group. Health and safety is a high priority at the camp. Staff put in place secure rules and boundaries to ensure children understand how to keep themselves and others safe. For instance, before the children play the 'Nurf' game, staff go over the rules and safety measures, such as wearing safety goggles and not firing at their friends' heads. Staff are extremely vigilant throughout all activities to maintain children's safety. They immediately recognise when some children might need additional support to ensure they gain a sense of achievement and join in with the games. Staff clearly explain how they would adapt activities to ensure an inclusive environment for all children, including those with special educational needs and/or disabilities, or barriers to learning.

Staff monitor children's attendance and punctuality to ensure they receive continuity in their care. There is a great sense of belonging at the camp. Children's behaviour is impeccable. Older children look out for new and younger peers to make sure everyone has a great time at the camp. For instance, older children remind their peers how to load the arrow into the bow as they join in with the archery.

Children's welfare and wellbeing

Strong standard ●

Fun, exercise and making healthy choices are at the heart of the camp. Leaders plan routines and activities that support children in socialising with friends as they engage in physical activities. The staff place a great emphasis on supporting all children, including children with special educational needs and/or disabilities, and those at different developmental stages, to have opportunities to take part in new activities and learn new skills. For instance, they ensure they provide sufficient challenge to children who are more familiar and skilled with activities, while ensuring that children who are having their first time or are still learning activities, such as archery, receive the help and support they need to succeed. Staff are highly attuned to children, respond effectively to their wants and needs and offer them regular reminders on how to keep themselves safe.

Staff have an extensive knowledge of the children attending. They constantly monitor them throughout the day to ensure they receive the support and guidance they need to feel happy and safe. Staff celebrate children's achievements. For instance, children are encouraged to look at their friends' artwork as they display their Easter egg designs. Leaders work with parents to ensure they provide healthy, nutritious packed lunches for the children, especially as the children are active throughout the day and need appropriate fuel to keep them going.

Inclusion

Strong standard ●

Leaders plan a safe, secure environment that takes individual children's needs into consideration, ensuring all children have fun and thoroughly enjoy their time at the camp. Staff take time to talk to children about how they are feeling to ensure all children have high wellbeing throughout the day. They are constantly on hand to offer support and advice. Consequently, all children can gain a sense of achievement and join in with all activities on offer.

Leaders recognise the importance of ensuring they have highly qualified staff with a secure understanding of how to support all children, including those with special educational needs and/or disabilities, (SEND) and those who may face barriers to learning, so they receive the support they need. At the time of inspection, there were no children with SEND. However, staff speak confidently about the resources available to them and how they will adapt their planned activities to support children's individual needs. For instance, they recognise the importance of offering children a quiet space, where they can navigate and manage any feelings they may have. Leaders and staff are passionate about helping children take ownership and be part of the camp community, whether they attend for one day or frequently during the holidays.

Leadership and governance

Strong standard ●

Leaders are exceptionally dedicated to ensuring they provide children and families with an excellent service. They implement rigorous checks to ensure that all staff working at the camp are suitable and highly qualified for their role. Leaders make exceptional use of their extensive workforce, focusing on staff qualifications and skills to meet children's additional needs and provide an inclusive environment. There is an extensive initial training programme to complete, along with regular updates, so all staff feel fully prepared for their responsibilities during their upcoming camps. For example, staff complete intensive training on how to run activities, such as archery, to ensure they always maintain children's safety.

Leaders regularly monitor staff and hold supervision meetings to check on their wellbeing and ensure they have the support they need to run a successful, fun camp. They recognise the importance of constantly improving the knowledge of full-time staff. For example, some staff are currently completing assessor training to help to continually support and enhance the skills of the workforce. The leaders regularly review the services they provide to ensure they meet the children's needs. For instance, they have introduced more craft activities alongside the physical play. Leaders constantly evaluate and reflect on the curriculum they offer to ensure they offer exceptionally high-quality activities.

Partnerships with parents are extremely effective. The youngest children have a designated key person, who develops positive relationships with children and their parents and carers. Parents comment that they feel well informed about the various activities their children can participate in.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children thrive and develop secure relationships with the staff. They are extremely happy to attend camp and are welcomed by friendly staff, who greet them by name and talk about activities they have planned. Staff have excellent communication with parents. This ensures they have up-to-date information about the children, enabling them to meet any additional needs children might have effectively. Children immediately engage with the activities on offer as they chatter away to peers. For instance, they concentrate on making 'lune' bands. There is a great sense of community as children support one another as they learn to attach

beads and celebrate each other's creations. Children benefit from playing in a highly engaging, exceptionally well-organised environment that ensures amazingly smooth transitions throughout the day. There is a strong sense of friendship as children look out for one another and check on each other's wellbeing. For instance, older children help new, younger peers attach the arrow to the bow in archery. Children have fun, and there is a lot of laughter throughout the day, especially as they compete to see who has the highest score in archery to win a prize. Children and their families, who are new to the camp, are well supported and are made to feel at ease by the nurturing team.

Children receive reminders on how to keep themselves and others safe when participating in physical activities. For instance, staff remind them to always face the arrow at the targets, not at their friends, when loading the bow. This helps to support children's behaviour and wellbeing.

Mealtimes are social occasions, when children and staff sit together and talk about what they have been doing. Staff use this time to remind children about the importance of healthy eating and to make sure they have a drink to stay hydrated. There is a clear focus on exercise, and children engage in a vast array of physical activities throughout the day, such as driving go-karts and scooters and playing ball games. Children are confident, busy and active as they socialise with friends.

Next steps

- Leaders should ensure continued improvement in the camp's successful work to remove barriers for children who need extra help, to realise a transformational impact on all children's achievement and wellbeing.

About this inspection

The inspector spoke with leaders, staff, children and parents and read letters of reference from parents during the inspection.

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.

Inspector:

Sara Garrity

About this setting

Unique reference number (URN): 2776220

Address:

Bearsted Primary Academy
Popesfield Way, Weavinging
Maidstone
ME14 5GA

Type: Childcare on non-domestic premises

Registration date: 26/01/2024

Registered person: Venture Training & Education Ltd


Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:30 - 16:00

Local authority: Kent

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 15 April 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

45

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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