

Venture Camps Sandwich Holiday Camp

Unique reference number (URN): 2799973

Address: Sir Roger Manwoods School, Manwood Road, Sandwich, CT13 9JX

Type: Childcare on non-domestic premises

Registered with Ofsted: 25/07/2024

Registers: EYR, CCR, VCR

Registered person: Venture Training & Education Ltd

Inspection report: 14 August 2026

Exceptional

Strong standard

Expected standard



Needs attention

Urgent improvement

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.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Leaders and staff have clear expectations for children's behaviour. They take time at the beginning of each session to discuss and reinforce the rules and boundaries of the school in which they operate. Children know these and generally follow them well. For example, they must tell staff when they are using the toilet and remain within a designated area. Routines are well established, children know where to put their belongings and refill their water bottles. This helps children to feel settled and a sense of belonging.

Staff show a genuine interest in listening to children. However, they do not always consult with them when they plan what experiences to offer each day. This means that children do not always make choices about what they would like to do. Despite this, children engage well and are friendly towards each other. For example, when playing team games, older children choose not to 'tag' slower children so that they have a chance of winning. Younger children jump with excitement as they make it to the end of the run without being caught. When there are minor disagreements, staff deal with these consistently and calmly. They explain to children why they have these expectations, encouraging children to make the right choices. Leaders monitor children's attendance well. They take appropriate action to ensure the safety of children that do not arrive as expected.

Children's welfare and wellbeing

Expected standard 

Staff greet children with a friendly smile and tell them about what they will be doing that day. Younger children have a key person, who they meet when they arrive. This helps children to feel confident to leave their parents at the beginning of each session. Children develop positive relationships with staff, who join in games with them. They all sit together at mealtimes to engage in conversations and develop their social skills. There is a focus on team games that encourage children to develop friendships. For example, they work in small groups to construct landmarks and buildings from around the world. Children take time to listen as each group explain what they have done. They show interest and are respectful of each other. Children are proud to show off what they have made, and this helps them develop a sense of belonging.

Children have ample opportunities for outside play. Staff encourage children to take breaks, when it is hot, and to drink water to keep hydrated. However, they do not always remind children to wash their hands before eating. This does not always support children to develop an understanding between good hygiene and good health.

Inclusion

Expected standard 

Leaders and staff take time to get to know children before they join the holiday club. They find out about any support needs or barriers that they may face. Parents and carers share information during registration that staff follow up. When needed, leaders work in partnership with parents to create individualised support plans. This details how to meet children's individual needs and preferences. This is shared with the whole staff team to

help them adapt routines and the environment to meet their needs. This means that typically all children can join in and feel welcome.

Leaders ensure that the staff who work at the holiday camp have experience of working with children. This includes specialists to support children with special educational needs and/or disabilities. They use appropriate strategies and are positive role models for children. For example, staff are quick to respond when children become overwhelmed or need support with their behaviour. They gently reinforce the rules and suggest alternative ways for them to join in. Staff interact and play alongside children. This means that they can adapt activities so that children are happy and included.

Leadership and governance

Expected standard 

Leaders and staff know the site in which they operate well. They have appropriate risk assessments in place. However, opening checks do not always cover areas that children do not use but could access. For example, offices and storage rooms that school staff use. Staff act swiftly when they identify this and adapt their plans. For example, they provide closer staff supervision in these areas to keep children safe.

Leaders and staff are very reflective. They have systems in place to share information between the different holiday sites in the local area. They discuss best practice, share what works well and what can be improved. Staff feedback that they enjoy working at the holiday club and feel supported by leaders to do their jobs well. For example, staff hold briefings daily before they open each day. They share information about children's specific support, care needs and friendships. This means that when they deliver team games, they are best placed to encourage collaboration and help children to join in.

Parents' feedback is also positive. They praise the friendly, enthusiastic and responsive staff, who work at the camp. They say that this contributes to their children settling in well and developing friendships with ease. This means that children are happy and enjoy the time that they spend at the holiday club. Leaders offer a variety of attendance patterns. Families can choose which option suits them and their children the best to have fun in the school holidays.

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

Children arrive greeted by the friendly team of staff. They find out about who will be working today and what activities are on the timetable. Staff encourage them to join in one of the sports games or crafts while everyone arrives. The sessions start with group time followed by team games. This helps children to feel welcome, make friendships and feel a sense of belonging.

Children are very friendly, they happily chat with staff, visitors and their friends. They talk about the activities that they have been doing and what they enjoy. The go-karts and foam

dart battles are firm favourites while others prefer to relax with crafts. Children teach others how to make friendship bracelets as they sit under a shady tree to keep out of the sun. Children have good relationships with the staff and with each other. They create amazing structures from around the world during den building. Children confidently ask other groups to share materials when they need extra pieces. They work in collaboration, for example holding pieces in place while someone works out how to connect them together. Children work well together while staff support them to problem solve.

Children have access to a wide range of sports to take part in during free time each day. However, this is set up by staff in advance and not always what the children would have chosen to do. Staff explain to them that they rotate the activities throughout the week. This means that those who attend part time can try different things and learn new skills. Children enjoy what is on offer and they are eager to find out what they are doing next. They know how to keep themselves safe as they explain that they must wear helmets on the scooters and goggles when shooting foam darts. Children of all ages get along and enjoy their time at the holiday club.

Next steps

- Leaders should support staff to introduce ways to take children's views into consideration, so that they have more opportunity to make their own choices.
 - Leaders should strengthen ways to improve hygiene practices around mealtimes, so that children learn how good hygiene helps to promote good health.
 - Leaders should enhance staff's knowledge of risk assessment, so that they fully consider potential risks while promoting children's independence.
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About this inspection

The inspector spoke with leaders, staff, children and 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:

Jennie O'Callaghan

About this setting

Unique reference number (URN): 2799973

Address:

Sir Roger Manwoods School
Manwood Road
Sandwich
CT13 9JX

Type: Childcare on non-domestic premises

Registration date: 25/07/2024

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 14 August 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

60

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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