

Venture Camps Tenterden Holiday Camp

Unique reference number (URN): 2831265

Address: Tenterden C Of E Junior School, Recreation Ground Road, Tenterden, TN30 6RA

Type: Childcare on non-domestic premises

Registered with Ofsted: 25/02/2025

Registers: EYR, CCR, VCR

Registered person: Venture Training & Education Ltd

Inspection report: 11 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 set high standards for children's behaviour and model these expectations themselves. Children understand these expectations and generally meet them, particularly when they engage in outdoor activities. Staff deal effectively with minor disagreements. Children understand and promptly follow routines at transition times. They know that respect means listening to others and using 'kind hands' and feet. However, indoor activities do not always motivate or engage children, and they lose interest. At these times, children listen less attentively. Children generally work together amicably. For example, groups of children of different ages collaborate to create forts and pirate ships, sharing resources, and taking turns.

Staff and children build positive relationships. Staff support children in their play, reinforcing the skills of sharing and turn-taking. They encourage children to listen to the opinions of others, when constructing their buildings. Children returning to the club have formed strong bonds with staff and greet them with pleasure. Staff support children who are new to the setting, and children willingly go to staff for comfort and reassurance.

Leaders regularly monitor absence and accident records, so they know where children are and that they are safe. When children are absent from the club without a reason, leaders always contact parents to ensure the child is safe. This helps parents understand the importance of attendance.

Children's welfare and wellbeing

Expected standard 

Children's welfare and wellbeing are a priority of the setting. Leaders have created a safe and secure environment for all children, including those with special educational needs and/or disabilities. Leaders are determined to provide a fun-filled and enjoyable time in the club. The wide range of activities outdoors support children in developing key skills, such as coordination of movement, as they climb, balance and engage in ball games in the expansive outdoor space. Indoors, children have less choice about either activities or resources. The activities on offer indoors are not fully engaging and some children lose interest and motivation.

Mealtimes are social. Children sit with their friends under the trees and chat together. Children discuss spiders. Children comment that they would like a pet spider, but not a poisonous one. Adults move between the groups and join in the conversation. They observe children to ensure that safe eating practices are followed. Holiday destinations are discussed and children wonder whether they will travel by aeroplane or car.

Staff support children to develop sound hygiene practices. Children are reminded to wash their hands before eating and after using the toilet. Children are encouraged to drink water regularly to keep hydrated. Parents are given a link to a website offering suggestions for creating healthy packed lunches. The club sends out weekly reminders to parents about the importance of wearing hats and using sun cream in hot weather.

Inclusion

Expected standard 

Leaders are aware of the needs of children already in the setting, who may have special educational needs and/or disabilities (SEND), or other barriers to learning. They observe children as they play and raise any concerns they may have with parents. Leaders have high expectations and provide appropriate support, enabling all children to access the activities on offer. Leaders actively support those children who are new to the setting and who find it difficult to settle. Leaders engage with families, speaking to parents, offering reassurance and discussing strategies to support children in gaining confidence. This helps to ensure that there is a consistency of approach between home and the holiday club.

Leaders work with other external professionals to support children with SEND or other barriers to learning, to access the activities and social opportunities available within the club. Leaders discuss children's needs with the host school and replicate the strategies used there. This helps to provide a consistent approach to children's learning across different settings. Leaders have appropriate training, ensuring that they have the required knowledge and skills to make a positive difference to children with SEND. Other staff members have not yet benefited from training in SEND to improve their skills and further support all children.

Leadership and governance

Expected standard 

Leaders clearly understand the club's strengths and areas for development. They identify relationships, stable friendships and a consistent focus on early years children as strengths of the setting. Leaders reflect on their practice and recognise that providing activities to meet the needs of different age groups can be challenging. They set high expectations and make clear that children should be happy and safe during their time in the club. Leaders have responded to parents' suggestions by introducing more art and craft activities, which have proved to be popular with the children. Leaders have ensured that the special educational needs coordinator has appropriate training, but they have not yet extended this training to other staff members. They ensure that children with special educational needs and/or disabilities receive appropriate support so they can access everything the club offers.

Leaders consider staff wellbeing and hold regular conversations with staff to ensure they receive the support and advice they need to maintain high standards. Staff appreciate leaders' concern for their welfare. Leaders ensure that staff complete all mandatory training within timescales. Staff complete safeguarding training before each club so they keep their knowledge current. This helps staff feel valued.

Parents hold positive opinions about the club. They value the easy booking system and the club's flexibility. Parents say that staff are approachable and communicate frequently and informatively. Parents appreciate the link to the website, which offers advice about healthy packed lunches.

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 at the club with enthusiasm. They are happy, safe and confident in this pleasant environment, which many have previously attended. A mix of outdoor activities, making the most of the wide, open space and the shade offered by the trees, are set out in readiness for the arrival of the children. Outside, children play collaboratively, supporting each other to walk along balancing equipment and learning about appropriate risks. They develop batting skills as they play swing ball or tennis or use sticks to explore the ground under the trees. These activities support children's active play and curiosity. Indoors,

children enjoy craft activities but these are too adult-directed and limit the choices children can make, either in the activity or the resources available. Children use their imaginations and talk about the red and orange fruit jellyfish they have created.

Relationships are warm and trusting. Children will confidently seek support from staff. For example, they ask for help to draw an ice-cream van. Children share the resources and take turns to use the glue sticks. This helps to create a calm environment. Staff reinforce the values of the club, such as respect and using 'kind hands' and feet. Staff are positive role models. Children generally adhere to these values but there are times when children do not listen and are not engaged in the activity.

Parents value the easy booking system. They are encouraged to inform club leaders if their children are not attending for any reason. This helps parents to understand the importance of attendance. Parents use the facility on a regular basis and are happy with the activities and the service provided by the approachable staff. Parents are confident their children are safe and well cared for. They appreciate the link provided that helps them to create healthy packed lunches for their children.

Next steps

- Leaders should ensure that staff provide opportunities for children to exercise greater choice of activities and resources to ensure they are motivated, supporting and focusing on excellence for all children.
 - Leaders should provide training for all staff to support their understanding of the needs of all children, including those with special educational needs and/or disabilities, enabling them to swiftly respond to changing needs.
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About this inspection

The inspector spoke with leaders, the special educational needs coordinator, staff, parents and children 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:

Jill Thewlis

About this setting

Unique reference number (URN): 2831265

Address:

Tenterden C Of E Junior School
Recreation Ground Road
Tenterden
TN30 6RA

Type: Childcare on non-domestic premises

Registration date: 25/02/2025

Registered person: Venture Training & Education Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:30 - 04:00

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 11 August 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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