

Camp 4 Champs - St Michael's

Unique reference number (URN): 2824170

Address: St. Michaels School, Maple Avenue, Braintree, CM7 2NS

Type: Childcare on non-domestic premises

Registered with Ofsted: 10/01/2025

Registers: EYR, CCR, VCR

Registered person: Camp 4 Champs Limited

Inspection report: 30 July 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.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Children settle quickly into the holiday camp because leaders have created clear routines and consistent expectations. Each day begins with a reminder of the club rules, usually through a fun animated video created by leaders. This helps children of all ages understand what is expected of them. As a result, they move into activities calmly and confidently.

Staff build warm, positive relationships with children and create an environment, where everyone is treated with kindness and respect. They use praise, encouragement and clear explanations to promote positive behaviour, and respond calmly when children need reminders about expectations. Children are welcomed warmly as they arrive, including those who join later in the day. Staff take time to explain what is happening and help them settle so they can join in with confidence. They know the children well and quickly recognise when someone needs extra reassurance or support.

Leaders regularly review activities to make sure they meet children's needs. For example, after noticing that some children found traditional discos too loud or no longer enjoyed them, they introduced silent discos. Children can choose how loud they want the music and whether they dance, sit or simply listen. Staff also help children manage their emotions by using quiet spaces and sensory resources before supporting them to return to activities when they are ready. This calm approach helps children make positive choices and develop confidence in managing their own behaviour. Children play happily together across different age groups, show respect for one another and enjoy a welcoming environment, where everyone feels included. Leaders also monitor attendance carefully. If a child who is expected does not arrive, staff contact the family and the Holiday Activities and Food (HAF) programme straight away. This helps make sure children are safe and accounted for.

Children's welfare and wellbeing

Strong standard ●

Leaders have created a safe and welcoming environment, where children feel secure, enjoy attending and know there are adults who will listen and help them. Secure doors, locked school gates and careful supervision help keep children safe throughout the day. Staff stay alert and carry out regular headcounts as children move between activities, so they always know where children are.

Staff know the children well and quickly notice when someone needs extra support. For example, staff remind children about the calming area and sensory resources available, when they become unsettled. Leaders have introduced calming resources, including sensory toys, small, weighted blankets and quiet spaces, so children can take time to manage their emotions before returning to play. This helps children build confidence, develop resilience and join in at a pace that suits them. Children are encouraged to develop healthy lifestyles through nutritious meals, cooking activities, regular physical exercise and daily outdoor sports and play.

Leaders are committed to helping children who need extra support to take part fully in the holiday camp. They work closely with parents, schools and other professionals to

understand each child's needs and plan the right support. Staff gather information before children attend and carefully consider what adjustments may be needed so children can take part safely. Leaders also help families access holiday provision and work with partner agencies to make sure children receive the support they need. As a result, children feel safe, valued and included, and their welfare and emotional wellbeing are promoted throughout their time at the club.

Inclusion

Strong standard 

Leaders have created an inclusive environment, where every child is supported in taking part and feeling they belong. They understand the needs of the local community and have planned activities that remove barriers for children from disadvantaged backgrounds. Leaders also recognise that many families are unable to go away during the holidays. As a result, themed 'staycation' days give children the chance to experience different countries and cultures through activities, such as Japanese crafts, Spanish art, cookery and sports, helping to widen their experiences beyond their local area.

Leaders have clear systems in place to make sure children with special educational needs and/or disabilities and children who find it harder to take part in activities, can join in with every part of the day. Leaders plan activities with adaptations included, and staff receive clear guidance on how to support children with their individual needs. Adapted planning, reasonable adjustments, and regular discussions with parents ensure children receive the support they need from the moment they arrive. For example, staff support apprehensive children in joining a silent disco by using a toy to demonstrate how to wear headphones, enabling them to participate alongside their friends at their own pace.

Leaders build positive relationships with families and work closely with other professionals to support vulnerable children. They take time to gather information before children attend, and when families have not shared everything they need to know, they carefully assess whether they can safely meet the child's needs. This thoughtful approach helps children feel safe, valued and included, whatever their background or individual needs.

Leadership and governance

Strong standard 

Leaders understand the needs of the children and families they support and have designed the holiday camp to meet those needs well. They regularly review the quality of the provision, identify where improvements can be made and make changes that improve children's experiences. For example, they provide staff with clear guidance on how to adapt activities so that every child can take part. This helps ensure the camp continues to meet the needs of all children.

Leaders have clear systems in place to make sure the camp runs safely and smoothly. Staff receive detailed information before each holiday camp, regular updates through meetings and messaging groups and ongoing support from leaders. Leaders regularly visit the site, speak with staff and check on their wellbeing. As a result, staff feel well prepared, supported and confident in their roles.

Leaders are committed to improving children's experiences, both in and beyond the holiday camp. They work closely with schools, local authorities and other professionals to support

vulnerable children and their families, following up concerns and helping families access the support they need. They are confident in challenging other agencies, when necessary, to make sure children's welfare remains the priority. Their effective leadership, regular oversight and strong partnership working help create a safe environment, where children are well supported and families have confidence in the care their children receive.

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 are welcomed into a friendly and inclusive holiday camp, where they quickly settle, make friends and feel part of the group. Staff greet children by name, ask how they are feeling and help them join activities with confidence, whether they arrive at the start of the day or later. Clear routines help children know what to expect, making them feel safe, relaxed and ready to enjoy their day.

Children take part in a wide range of fun activities that have been planned so everyone can join in. During themed 'staycation' days, they learn about different countries by making Japanese cherry blossom crafts, decorating chopsticks, tasting matcha, creating Picasso-inspired artwork, playing football and joining in Spanish-themed dance sessions. These experiences introduce children to new cultures and encourage them to try new things while having fun with their friends.

Children are supported to take part in ways that suit their individual needs. If they need a break from the group, they can use a quiet area with sensory resources before returning when they feel ready. During the silent disco, children choose how loud they want the music, which channel they listen to and whether they want to dance, sit, stand or simply listen. Having these choices helps children feel comfortable, confident and included.

Children enjoy warm, caring relationships with staff, who know them well and respond quickly when they need reassurance or encouragement. Children of different ages play happily together, work cooperatively during games and activities and treat each other with kindness and respect. Children with special educational needs and/or disabilities, and those who need additional help to be involved, are fully included because staff make thoughtful adjustments that help them to take part alongside their friends.

Children benefit from adults who genuinely care about their wellbeing. Staff celebrate their achievements, encourage friendships and help every child feel that they belong. Leaders work closely with families, schools and other professionals to make sure children receive the support they need. As a result, children spend their holidays in a safe, welcoming and enjoyable environment, where they have fun, build confidence, make happy memories and look forward to coming back.

Next steps

- Leaders should ensure continued improvement in the setting'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 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:

Keiley Pedro

About this setting

Unique reference number (URN): 2824170

Address:

St. Michaels School
Maple Avenue
Braintree
CM7 2NS

Type: Childcare on non-domestic premises

Registration date: 10/01/2025

Registered person: Camp 4 Champs Limited

Register(s): EYR, CCR, VCR

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

Local authority: Essex

Facts and figures used on inspection

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

 This data is from 30 July 2026

Children numbers

Age range of children at the time of inspection

4 to 14

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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