

YMCA Camp Williams

Unique reference number (URN): 2774670

Address: The Becket School, The Becket Way, West Bridgford, Nottingham, Nottinghamshire, NG2 7QY

Type: Childcare on non-domestic premises

Registered with Ofsted: 25/01/2024

Registers: EYR, CCR, VCR

Registered person: YMCA Robin Hood Group

Inspection report: 28 May 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 ●

Staff form extremely positive and trusting relationships with the children. Leaders and staff set high expectations for behaviour at the camp. They are highly skilled in supporting children to take part in all activities. During snack times, when children have finished their snack and are waiting for their friends, staff play card games and set riddles. As a result, children are consistently highly engaged and motivated. Routines in place are seamless for children. Staff communicate effectively with each other over walkie talkies, to ensure groups of children come together at the same time to reduce waiting times. Younger children line up before making their way to their activity and confidently move around the camp.

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, older children transition around the camp in pairs to take care of one another. Children's behaviour is exemplary and there is a great sense of belonging at the camp. Staff support children with barriers to participation on an individual basis. They agree strategies with parents and carers to support children's best behaviour. Leaders are reflective and adapt these strategies to achieve positive outcomes for children.

Children's welfare and wellbeing

Strong standard ●

Leaders place fun, physical activity and healthy lifestyles at the centre of their provision. They carefully plan routines and activities that encourage children to socialise with their friends while remaining active and engaged. Staff are committed to ensuring all children, including those with special educational needs and/or disabilities and children at varying stages of development, are fully included in activities and able to develop new skills. They adapt activities effectively to provide suitable levels of challenge and support for individual children. For example, children who are more experienced in activities are encouraged to extend their skills, while children who are less confident or trying activities for the first time, such as skateboarding, receive reassurance and guidance to help them participate successfully. Staff know children well, respond sensitively to their individual needs, and consistently remind them how to keep themselves safe during activities.

Staff know the children well and use this knowledge to provide tailored support throughout the day. They consistently monitor children's wellbeing and engagement to help ensure children feel happy, safe and supported. Staff celebrate children's achievements and encourage them to recognise and value the accomplishments of their peers. For example, children proudly share and discuss their artwork with their friends. Staff work closely with parents to promote healthy eating. This helps to support children's health and wellbeing, particularly as they remain physically active throughout the day.

Inclusion

Strong standard ●

Staff create a safe, welcoming and inclusive environment. They take time to talk to children about their feelings and wellbeing, helping children to feel listened to and emotionally

secure. Staff are consistently available to offer reassurance, guidance and encouragement. For example, when children are new to skateboarding, staff hold their hand to balance. Through meaningful support and positive interactions provided by staff, children feel confident to join in with the wide range of activities on offer and experience a strong sense of achievement and belonging.

Leaders demonstrate a positive commitment to inclusion and community support. The camp works closely with families and external agencies. This ensures that children who may face barriers to accessing the provision are supported appropriately so they can attend and benefit from the experiences on offer. This approach offers funded places to children who may benefit from extra help and stability.

Leaders collaborate extremely well with families and schools to gather information about children with special educational needs and/or disabilities and children known or previously known to social care. They use this information to inform practice and make reasonable adjustments. Leaders are highly reflective and consistently work with families to use strategies that work best for individual children. Staff take part in training suited to the individual needs of children attending the camp. As a result, staff have seen a significant impact on children's engagement levels implementing strategies they have learnt.

Leadership and governance

Strong standard ●

Leaders regularly review the services they provide to ensure they consistently meet the children's needs. For instance, they gather feedback from children, parents and carers to help make positive changes that shape future camps. Families are invited into the club on a Friday afternoon to celebrate their children's success throughout the week. They join in the 'camp fire' session, where they can see photos of the children and the progress they have made in activities. Leaders consistently evaluate and reflect on the activities they offer to ensure children benefit from high-quality activities. They are dedicated to ensuring that children and families receive an excellent service.

Leaders implement rigorous checks to ensure that all staff working at the camp are suitable and highly qualified for their role. Leaders make highly effective use of the skills and strengths within the staff team, enabling staff to deliver fun, engaging and varied activities that children thoroughly enjoy.

Leaders regularly hold supervision meetings to support staff wellbeing and ensure they have the support they need to run a successful, fun camp. They recognise the importance of consistently improving the knowledge and skills of the staff team. For example, staff complete courses on how to deliver life skills activities for children and use this learning to deliver sessions in a fun and interactive way. Staff are excellent role models and contribute to improving the quality of the provision, giving children the opportunity to learn a variety of new skills.

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 flourish at the camp and build enriching, secure relationships with staff. They arrive eager to attend and are welcomed warmly by friendly, familiar faces. Staff greet children individually by name and enthusiastically discuss the exciting activities planned for the day. Staff maintain highly effective communication with parents, ensuring they are always informed of any updates regarding children's needs and wellbeing. This enables staff to provide consistent and tailored support for every child. Children and families who are new to the camp are supported with care and sensitivity, helping them to quickly feel comfortable,

included and confident within the welcoming environment. Children with special educational needs and/or disabilities and those who face barriers to their learning are included fully.

Children thoroughly enjoy the morning session, where children of all ages come together to discuss the plans for the day ahead. They participate in fun and engaging activities that help create excitement and enthusiasm for the day. Children confidently join in with chants and rhymes and excitedly take part in friendly competitions with their peers. They demonstrate high levels of confidence, enjoyment and a strong sense of belonging as they participate in the group activities.

Mealtimes are social occasions where children and staff sit together and engage in meaningful conversations about children's experiences. Staff use these opportunities to promote healthy lifestyles, reminding children about healthy eating and the importance of staying hydrated. There are plenty of opportunities for exercise. Children enthusiastically participate in a wide range of physical activities, including skateboarding, ball games and a climbing wall. Children receive reminders on how to keep themselves safe when participating in physical activities. For instance, staff help children put on safety equipment and remind them to use the shade to keep cool during exercise.

Children benefit from playing in highly engaging, well-organised environments that ensure smooth transitions throughout the day. Children's behaviour is excellent and they confidently follow the camp's core values. For example, when children help tidy away, staff remind them they are following their value for the day, responsibility.

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, parents and carers 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:

Kate Francis

About this setting

Unique reference number (URN): 2774670

Address:

The Becket School
The Becket Way, West Bridgford
Nottingham
Nottinghamshire
NG2 7QY

Type: Childcare on non-domestic premises

Registration date: 25/01/2024

Registered person: YMCA Robin Hood Group

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Nottinghamshire County Council

Facts and figures used on inspection

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

 This data is from 28 May 2026

Children numbers

Age range of children at the time of inspection

4 to 14

Total number of places

208

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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