

Aktiva Camps Limited

Inspection report for early years provision

Unique reference number EY378936
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Inspector Caren Carpenter

Setting address Chiswick Community School, Burlington Lane, LONDON,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Aktiva Camps is a privately owned company who also run two other camps. It operates from four rooms in Chiswick Community School within the London borough of Hounslow. All children share access to a secure enclosed outdoor play area. There are no steps to access the premises.

A maximum of 64 children aged four to eight years may attend at any one time, all of whom may be in the early years age group. There are currently 15 children in the early years age group on roll some attend on part-time basis. Places are also available for children aged eight to 12 years. It is open each weekday from 09:00 to 17:00, during school holidays.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The group employs eight members of staff. All staff hold early Years qualifications, the manager holds teaching qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very content at this welcoming camp and are cared for by dedicated and committed staff. Good opportunities for children to learn and develop in the Early Years Foundation Stage are provided. All children are valued, treated equally and participate in a good range of age-appropriate play activities. Good practice is sustained through the camp and their commitment to improvement and evaluation of the provision is effective to ensure continuous development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the planning and evaluation of activities to further enhance children's learning experiences towards the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a record is kept of the information the provider has used to assess suitability to demonstrate to Ofsted that checks have been carried out, including the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people)

05/09/2009

The leadership and management of the early years provision

Leadership and management are good. The management team are effective in their roles and ensure that children make good progress in their learning and thoroughly enjoy their time in the camp. Children are safeguarded because staff are fully committed to ensuring that they are well cared for. For example, staff have a good understanding of child protection guidelines, which is supported by thorough procedures in line with the Local Safeguarding Children Board. Robust recruitment and vetting procedures are in place to ensure that children are well cared for by suitable adults. However, records that show the required checks have been carried on staff are not available on the premises. This is a breach of the Early Years Foundation Stage welfare requirements

Effective security procedures ensure that children are safe and secure. Children play safely, both indoors and out. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the camp.

All staff are aware of their roles and responsibilities and this contributes much to the smooth running of the camp on a daily basis. Staff set high expectations for children in both their behaviour and their care and welfare. Children's specific needs are well supported because the staff values each child's individuality and understands their likes, dislikes and interest. For example, at the start of the camp each child completes an 'I form' with information about themselves, such as what they enjoy doing and what help they need. Consequently children feel a sense of belonging and settled.

Partnership with parents is good. Children's well-being at the camp is enhanced by the good partnership with parents. They benefit from the strong relationships between staff and parents as their individual needs are well met. Staff ensures that parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties or cultural and linguistic requirements. Parents are well informed about the camp and what their children do for example, through regular email, daily chats and news letters. This helps them to be effective partners in their children's care and learning. The camp welcomes parents' views and uses parents' questionnaires to seek their views about what they do well and what they can do better.

The quality and standards of the early years provision

Children arrive happily into the camp. Staff set up an exciting range of stimulating and challenging activities that children thoroughly participate in. Children purposefully engage in meaningful activities with effective and sensitive support from staff. Staff have good knowledge of the six areas of learning and as a result the planning is flexible, responding to children's individual interests, their starting point and their capabilities.

Staff are committed to getting to know the children well to ensure that they can

meet individual needs as they progress the children along their learning journey towards the early learning goals. They recognise that children are all unique; observations of children at play are carried out to monitor the achievements of each child and used to plan the next steps in their learning. However, this is in the early stages and staff recognise that there is still work to be done to ensure that the best use is made of the assessments to guide and inform future planning to further enhance children's learning and play experiences.

Staff plan very good opportunities for children to participate in exciting and extensive range of activities such as, drama, pottery, puppet making, stained glass, plate and mug painting, promoting their creative and imaginative skills. Children are making good progress in their physical development; they have lots of fun and clearly enjoy their time during outdoor play. For example, both boys and girls participate in a wide range of sporting activities, such as cricket, football, badminton, netball, hockey, tennis and basketball. This contributes effectively to their good health.

Children are confident and are active learners. Personal, social and emotional development is a strength throughout the camp. They have made good relationships with staff and other children and they play co-operatively. For example, during a creative activity they sit patiently, listening to instructions by the staff for designing and painting their plates, sharing and taking turns using the various colours of paint. Staff support children's play experiences very well, but also know when to step back and let the children take the lead.

Children are well behaved because they are actively engaged in the interesting activities provided which are aimed at their individual interests. They are involved in developing the camp's rule for acceptable behaviour and to help them stay safe and enjoy their time at the camp. This promotes their self-esteem and confidence. Staff use a range of positive strategies, such as lots of praise and encouragement, rewarding good behaviour and promoting an atmosphere where children and adults respect and value each other. This helps to make an environment that is conducive to learning and social interaction. Staff adopt an embracing approach to inclusion and welcomes all children to their camp.

Children are encouraged to develop a healthy lifestyle because the camp promotes healthy eating. For example, they provide parents with written guidelines, giving suggestions about healthy foods for their children's lunch boxes. Children recognise when they are thirsty and are provided with regular drinks ensuring they remain hydrated throughout the session. In addition, children's health is promoted as staff have good procedures in place if children become ill or have an accident whilst at the camp.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met