

Aktiva Camps at Grange Primary School

Inspection report for early years provision

Unique reference number	EY408065
Inspection date	18/08/2011
Inspector	Vicky Turner

Setting address	Grange Primary School, Church Place, LONDON, W5 4HN
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Aktiva Camps at Grange Primary School is one of four play schemes run by Aktiva Camps Ltd. It opened in 2010 and operates from two school halls and four classrooms in a newly built Primary School in the Borough of Ealing. The school is easily accessible with no stairs leading into the building. A maximum of 64 children aged four to under eight years of age may attend the play scheme at any one time. There are 74 children on roll. Of these 32 are in the early years age group. The scheme is open each weekday from 9am to 6pm during school holidays. The breakfast club runs Monday to Friday during term time, from 8am to 8.50am and the After-school club from 3.20pm to 6pm. All children share access to a secure enclosed outdoor play area. The play scheme is privately owned. Children come from the local and wider community. The play scheme employs 50 staff. Of these, 18 members of staff, including the manager hold NVQ levels 2 and 3 in Childcare, 12 have qualified teacher status and the rest are in training. Children from the age of eight to 12 years also attend the scheme. The play scheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an inclusive setting where children enjoy and achieve in a safe, caring environment. Children's welfare is promoted well so children are happy and confident. The setting works well with the schools, parents and external agencies so children make good progress particularly in their personal, social and emotional development, although resources for role play and information and communications technology (ICT) are limited. The self-evaluation process at all levels is effective in securing improvements for the provision and good outcomes for children. The setting's capacity to bring about further improvement is good.

What steps need to be taken to improve provision further?

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

- build on existing resources for information and communication technology to extend children's skills in this area and to support other areas of learning
- develop resources to support role-play in order to enhance provision for communication language and literacy.

The effectiveness of leadership and management of the early years provision

Children are well protected in a safe, caring environment. The staff have a good understanding of their responsibilities with regards to child protection and of procedures to be followed should they have concerns about a child. Appropriate checks are made before staff are recruited to establish their suitability to work with children. Annual risk assessments and daily health and safety checks minimize potential hazards. Accident books and medication records are well maintained. A comprehensive staff induction and yearly appraisals support staff development well so staff are well equipped to meet the children's needs.

The setting is well led and managed with clear, effective policies which contribute to the smooth running of the setting. The owner/manager leads an enthusiastic team who share the vision of a safe, fun and friendly environment in which children can participate in a variety of sporting and visual arts activities. The self-evaluation process is used effectively to secure improvements for the future and improve outcomes for the children. The setting has made some improvements which are having a positive impact on the quality of the provision. For example, an improved quality of staff means that there is a better quality of care. Access to a music room and an art room means that children now benefit from a wider range of activities and more appropriate provision for the Early Years Foundation Stage.

The setting is generally well resourced with good quality resources to support the activities on offer. However, resources to promote role-play are limited at this stage. Staff are well deployed according to their strengths and high staff ratio means that children are well supervised and supported at all times. Space is well used to support various creative and sporting activities.

Staff promote equality and diversity well. They offer individual support to encourage children to participate in all the activities. Equipment and activities are differentiated according to the needs of the children so that all children can participate, enjoy and achieve. Themes such as 'Around the World', 'Olympics and Paralympics' help children learn about the differences between themselves and others. Children research different countries and get the chance to play paralympic volley ball. The complaints procedure is clear, and easily accessible should parents wish to make a complaint.

The setting has established good partnerships with the host school and other schools that the children attend. Staff liaise well with the Reception class teachers to share information and provide continuity of care. The setting is supported by Ealing Council who provides training. The setting works in close partnership with other Aktiva settings and share information, resources, ideas and staffing. Parents are happy with the provision because 'It offers a good mixture of physical activities and arts and craft' and 'the Children love it'. Parents are kept well informed about the setting's activities and children's individual timetables inform parents of their child's participation during the day. Parents willingly come in to the setting to share their skills such as basketball. Parent questionnaires enable parents to evaluate the provision effectively and make suggestions and ideas for further improvement and activities.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at the camp because of 'the games and the art', and say 'We have lots of fun.' Children select from a good range of well planned differentiated activities. There are good opportunities to use a wide range of materials and media, learn new skills and work as a team. They make African masks out of clay, paint on glass and make papier maché globes linked to their theme of 'Around the World'. Children's personal, social and emotional development is well promoted as they are confident and interact well. Key persons and other team members observe children and identify their next steps in their development. This enables them to plan suitable activities to meet children's individual needs and improve their skills.

Children feel safe. They understand that the rules help them stay safe and therefore behave in ways that are safe for themselves and others. They follow clear safety instructions given for specific activities. Children learn about stranger danger, road safety and use tools and equipment safely. Regular fire drills means that children understand the procedures for safe emergency evacuation of the building.

Children have a good understanding of healthy eating and the benefits of exercise. Fruity Fridays provide good opportunities to make a fruit salad or smoothie using fruit of their choice. Healthy suggestions for packed lunches are displayed on the camp's website so parents take responsibility for ensuring that their children bring in a healthy packed lunch. Children grow their own fruit and vegetables. There are excellent opportunities for children to participate in a wide range of sporting activities. They play team games such as football, rounders, basketball and dodge ball. Children are encouraged to take responsibility for their own personal hygiene.

Children enjoy good relationships with their adults and, as a result, behave well. They are very aware of the rules and understand that there are boundaries. Positive behaviour and active participation is rewarded with the camp's T-shirt. They contribute well to the smooth running of the camp. Children help set up and tidy up activities. They play co-operatively in team games, and work well together. The buddy system helps new children feel part of the group. They follow instructions well and make decisions and choices. Children raise money to support Atorkor, a charity which supports a village in Ghana to build a school and a medical centre.

The wide and varied range of activities provided prepare children well for the future. Circle time activities, 'All about Me' sessions, group discussions and daily interactions with their adults help develop children's speaking and listening skills. They experiment with a range of mark-making tools and equipment and have access to the school's library. Team games, puzzles and practical counting activities support children's problem-solving and numeracy skills well. Children have access to a digital camera and a CD player but provision for developing skills in ICT is less well developed. Children's knowledge and understanding of the world is well promoted as they learn about different countries, make flags, make a collage of the world and design traditional costumes from around the world.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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