

# Aktiva Camps at Mount Carmel Catholic Primary School

Mount Carmel RC Primary School, Little Ealing Lane, LONDON, W5 4EA

<b>Inspection date</b>	28/05/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## **The quality and standards of the early years provision**

### **This provision is good**

- Children demonstrate they feel very safe and secure while they are in the setting.
- Staff are caring and respectful and encourage children to develop in confidence and self-esteem.
- Children enjoy a range of activities that are fun and challenging. There is a good balance of adult led and child initiated play.

### **It is not yet outstanding because**

- There are no areas where children can sit in a comfortable cosy manner to rest if they need to.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children as they played both inside and outside.
- The inspector looked at children's assessments records and planning documentation.
- The inspector talked to the manager and staff about the running of the setting, and their understanding of their roles and responsibilities.
- The inspector took into account the views of the parents.
- The inspector completed a joint observation with the manager.

## Inspector

Julie Biddle

## Full Report

### Information about the setting

Aktiva Camps at Mount Carmel School registered in 2010. It is one of 18 play schemes run by Aktiva Camps Limited. The play scheme is in the London Borough of Ealing, The play scheme has the use of a minimum of four classrooms, the school hall and outdoor play areas. It is open each weekday from 8am to 6pm during the school holidays. Children can attend for various sessions. The play scheme also offers before and after school provision for children attending Mount Carmel School. The play scheme is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 16 children in the early years age range on roll. There are three members of staff employed to work directly with the children, all hold appropriate childcare qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop an area that is cosy and comfortable for children to rest and relax if they want or need to.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children enjoy themselves in the setting. Staff plan activities that are fun and challenging for the children. Staff have good knowledge of the learning and development requirements and provide a range of interesting experiences on a daily basis. As a result, children's individual needs are well met and they show interest and motivation to learn as they play. For example they carefully look for colours on their clothes so they safely 'cross the river' Activity plans are in place however, they are flexible and staff take the lead from children who are confident and express their choices. Staff observe children closely and ask questions to support them in their learning. They make and record observations of children and evaluate these to identify next steps in children's learning and track their progress as they move towards the early learning goals. Observations clearly show evidence of skills that children are achieving. Staff use information gained from children and parents complete to meet children's individual needs and interests.

Staff give children time and as a result, children chat confidently to them and each other throughout the session. Staff show a genuine interest in what children have to say and ask questions to encourage and promote their language skills. Children and staff talk about the mosaic they are making and the colours they are using. Staff provide children

with books that they particularly enjoy reading to their friends asking them what 'do you think happens next', for example. However, they do not provide children with a comfortable cosy space for children to read or rest and relax. The children confidently talk to their friends and the staff as they carefully glue tiny pieces of coloured paper to complete their mosaic picture. Children are very well behaved and staff respond calmly and sensitively to any difficulties. Children are kept busy and quickly settle into the activities planned for them.

### **The contribution of the early years provision to the well-being of children**

Children and staff build close and trusting relationships. Staff are very positive role models to children and relationships at all levels demonstrate the great care and respect they have for each other. Staff have a high regard for children's safety at all times. They escort them to and from classrooms as they change their activity. Risk assessments mean that any hazards are identified and action is taken to reduce the risk of accidental injury. Staff promote children's independence, self-help skills and understanding of healthy lifestyles well. Children confidently talk about why they need to drink after they have exercised. Staff ask children wash their hands before snack and children clearly understand why they do this, informing staff that they hand wash so they can eat their food and not eat germs.

Children are given good opportunities to develop their physical skills in the secure outdoor play areas. Children have a wonderful time as they play 'going a bear hunt' they creep towards the bear using hoops to jump over and obstacles to move around. They all scream and laugh as their friends jump out with scary bear faces. Staff also ensure that a suitable range of opportunities are provided indoors for children to engage in physical activities. For example, they play musical bumps, staff very effectively support children who are less confident to dance and quickly sit down when the music stops.

### **The effectiveness of the leadership and management of the early years provision**

Leadership and management of the club is strong. The provider gives good levels of support to the manager and staff and all staff have regular supervision and appraisals. This enables them to fulfil their roles and develop their skills. Staff, the provider and managers are highly motivated and share a strong commitment to the continued development of the club. The self-evaluation process incorporates the views of staff. The staff regularly monitor children's planning, assessment and tracking sheets to ensure that gaps in children's learning or in provision are identified. The provider and area manager spend time within the club observing practice, role modelling and mentoring and evaluating sessions with staff. Therefore, they have an accurate knowledge of the club's strengths.

Children's safety is a high priority and they are cared for by staff who have undergone a rigorous recruitment, selection and induction process. They work with full regard to the club's policies and procedures that promote children's safety and welfare. All staff have a

clear understanding of the arrangements for safeguarding children. They are clear of the signs and symptoms of possible abuse and of how and when to report concerns of abuse or neglect. Suitable levels of staff have a first aid qualification. This means staff are able to respond to children in a emergency and treat minor injuries appropriately. Good relationships are fostered with parents who report that they appreciate the information that is shared between themselves, and the club. This includes information about the child's day and progress they are making. Parents also state that they are pleased with the friendly atmosphere within the club and the broad range of activities offered for older and younger children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY411346
<b>Local authority</b>	Ealing
<b>Inspection number</b>	912540
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	96
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Aktiva Camps Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	020 3551 8909

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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