

Aktiva Camps at East Acton

East Acton Primary School, East Acton Lane, LONDON, W3 7HA

Inspection date	28/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide children with a wide range of physical activities and games. As a result, children have plenty of opportunities to develop their balance, coordination, aim and be physically active.
- Children have warm relationships with staff, so are happy and confident while playing at the setting.

It is not yet good because

- Staff do not ensure children are given daily access to the available outside area.
- Toys and resources are not easily accessible to children and do not sufficiently encourage them to extend their ideas as they play.

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 playing and staff interactions with them.
- The inspector talked to children, staff and parents.
- The inspector reviewed a range of documents, including children's records, safeguarding policies and staff vetting checks.
- The inspector held discussions with the managers.

Inspector

Naomi Hillman

Full report

Information about the setting

Aktiva Camps at East Acton Primary School registered in 2013 and is one of 11 play schemes run by Aktiva Camps Limited. East Acton Primary School is situated in Acton in the London Borough of Ealing. The after school club operates from one of the school halls and has use of the school playground. The club operates after school from 3.15pm to 6pm, Monday to Friday. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club supports children with special educational needs and or disabilities and those who are learning English as an additional language. There are currently 12 children on roll of whom four are in the early years age range. There are two members of staff, both hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Ensure that children have access to the outdoor play area on a daily basis.

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

- ensure children have opportunities to play with a wide range of open ended resources
- review the storage of toys and resources to ensure that they are freely accessible to children.

Inspection judgements

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

Children are happy and confident as they come into the after school club. They put their coats and bags away and sit down while the register is taken. Staff greet children as they take the register, then children are able to choose what to play with or do. Staff have warm relationships with the children. They ask children how their day has been, notice children's reward stickers and ask about why they got them. Staff listen to children and make time to talk to each child during the session.

Staff have sound levels of engagement with children, following their lead during play and extending children's thinking by asking suitable questions. For example, during an

imaginary car ride, they ask, 'Where shall we park?' and 'What will we do at the traffic lights?' Staff generally have a sufficient understanding of how to promote the learning and development of children, and children are making satisfactory progress.

The manager plans the activities to ensure that they cover the seven areas of learning and development. Staff promote children's communication and language development effectively; for example, while talking to children, most staff model correct pronunciation as they repeat back what children have said.

Children generally enjoy their time at the club and are occupied. However, the range of resources for children is limited and they are stored out of their reach and sight. Therefore children have to ask a member of staff every time they wish to get a different toy or activity out. In addition, there are no open-ended resources that allow to children explore creatively and, this limits children's opportunities to become active learners.

The manager promotes children's physical development well. She encourages all children to take part in a wide range of physical games, such as badminton, dodge ball and using an air pump to fire soft foam balls at small targets on the floor. As a result of this range of activities children develop their balance, coordination and aim. In addition, all children are provided with lots of opportunities to be physically active.

There are satisfactory key person systems in place. Key persons know their children and are able to describe their interests and explain how they observe what children play. They use this information to provide activities that meet children's needs. There are suitable systems in place to work with parents. Parents are encouraged to provide information about their children as they start at the club. Parents are greeted by staff when they come to collect their child, and are given feedback about their child's day.

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

The club operates from a large school hall. This is safe and bright and children have access to a large school playground. However, the playground area is not regularly used during the winter months. Although this limits children's ability to have access to daily fresh air and outdoor play to some extent, the impact on children's well-being and development is not greatly significant as they take part in a range of physical games in the large hall.

Children behave appropriately for their age because staff provide guidance for children about suitable behaviour. As a result, most children get along well together and learn to respect each others' differences.

Children are provided with a range of healthy foods. Children develop independence by preparing their own sandwiches. Through conversations at snack time, staff encourage children to develop an understanding of the importance of healthy eating. Generally staff understand the importance of not stepping in and taking over when children are attempting to do something for themselves. This means that children are developing the

skills required to manage their own needs relative to their ages.

Each child in the early years age range has a key person and there are secure relationships between staff and children. Staff show a satisfactory understanding of how to help children form secure attachments and most children's needs are met. On the whole, children are confident to approach staff with requests and questions. Staff support children to settle into the club by finding out what they like to do and encouraging them to join in and become engaged in the activities.

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

Leaders and managers have a satisfactory understanding of the safeguarding requirements of the Early Years Foundation Stage. The policy is understood and procedures are implemented by staff. Any child protection concerns are reported to the agencies with statutory responsibility. Recruitment and vetting of staff is thorough and complies with statutory requirements. Staff inductions include safeguarding and safety requirements, therefore children's welfare is suitably promoted. Staff demonstrate they understand how to safeguard children. They know how to take the appropriate action to promote the safety and well being of children in their care.

The leaders and managers understand their responsibility to deliver the learning and development requirements. However, children's opportunities to extend their learning are, on occasions, restricted by limited access to resources. For instance, children who are playing a shopping game have no baskets or bags to carry their shopping in. They try to improvise by emptying out puzzle boxes but there are not enough for each child to have one. The lack of daily access to the outside area is a breach of the statutory requirements. However, children have outside play in their school day, and take part in a wide range of physical games within the hall.

There are acceptable systems in place for the supervision of staff. Staff practice is observed by operational managers from the company. Through staff supervision, areas for professional development are identified and training is being secured. There are satisfactory systems for self evaluation in place and managers are keen to improve. Most weaknesses in practice are identified and actions put in place to overcome them. For example, staff attend training to ensure they are able to meet the specific needs of children.

Partnerships with the school and other professionals are in place. This information sharing means that children's needs are identified. As a result children who need additional support are beginning to receive appropriate interventions.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY466796
Local authority	Ealing
Inspection number	925303
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	16
Number of children on roll	12
Name of provider	Aktiva Camps Limited
Date of previous inspection	not applicable
Telephone number	0203 5518909

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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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