

# Aktiva Camps at Andre Malraux

44 Laurie Road, London, W7 1BL

## Inspection date

24/03/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Overall children's learning at the after school club is complemented well because staff provide a range of activities that are linked to children's interests. As a result, children continue to develop their knowledge and skills.
- Children are confident, settled and enjoy their time at the club. They develop secure attachments with the staff, which effectively supports their emotional well-being.
- Effective practices to minimise hazards both indoors and outdoors are in place. Robust safeguarding procedures ensure the children are protected and feel safe in the club.
- The senior management team oversees the provision well by visiting regularly and by developing action plans with the manager to continually look at ways to improve.

### It is not yet outstanding because

- There are fewer opportunities for children to engage in role play to enable them to fully develop their imaginations.
- Partnerships with the school are still developing and this means that information is not shared to support children's continuous learning.

## 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 the children participating in activities and the interaction between staff and children.
- The inspector reviewed a sample of children's progress records.
- The inspector had discussions with the manager, area manager and registered provider throughout the visit.
- The inspector sampled records and relevant documentation, including that relating to the suitability of staff and safeguarding.

## Inspector

Jennifer Devine

## Full report

### Information about the setting

Aktiva Camps at Andre Malreux school registered in 2013 and is one of 16 play schemes run by Aktiva Camps Limited. Andre Malreux independent school is situated in Hanwell in the London Borough of Ealing. The club is open from 7.30am to 8.30am and from 3.15 pm to 6pm Monday to Friday. On a Wednesday it is open from 1.30pm to 6pm. It operates from the school hall, the library room and has use of the school playground. There are currently 63 children on roll, of whom 17 children are in the early years age group. The club employs four staff of whom three staff hold relevant childcare qualifications. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- increase opportunities for children to access role play resources more frequently to support their imaginations further
- improve the links with the school that children attend so that it supports the continuity of care and learning for children.

## Inspection judgements

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

Children thoroughly enjoy attending the out of school club. They chatter happily with one another as they arrive. They show they are settled as they know the routines for arrival, taking off their coats and getting ready for their snack. Overall, staff have a generally good knowledge of the learning and development requirements. Staff have built up their knowledge of the children's individual needs and support these. They plan a variety of activities and learning experiences, both inside and out, according to the children's interests.

Children make independent choices from the activities provided and they can also request other resources from the storage cupboards as they wish. Children have good opportunities to play outdoors in the playground once everyone is settled into the club and have had their snack and drink. Staff engage with the children and show interest to support them in their play. The staff complement each other well as they all have individual skills and take responsibility for the different learning areas. For example one member of staff enjoys the physical play activities and organises a variety of games outdoors, whilst another member of staff plans the creative art work activities. Children

quickly become involved in an activity of their choice. They enjoy the colouring and craft activities and spend a considerable time making some superb pictures. As part of the session is held in the school library there is also a good range of books which children can choose and this supports children's early literacy development well. All children speak French as their first language and staff are aware that some younger children may be learning English. They support communication by having picture cards readily available to help with the routines.

The club has a strong ethos focused on sport and exercise and children have daily opportunities to play outdoors. They also have great fun playing in the sports hall and all children have developed an interest in playing badminton. They really look forward to the time in the hall, they help the staff set up the badminton nets and organise teams for tournaments. The older children are very accepting of the younger ones and include them fully in this game. Although the club have imaginative play resources there are fewer opportunities for children to use these to enhance their imaginations on a regular basis as these resources are not made accessible for children to make the choices.

The manager takes the children to the school gates to meet their parents at the end of the day and she uses this time to discuss their child's day at school and at the club. Parental comments are obtained regularly and comments indicate that parents are happy with the service provided.

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

Children develop good relationships with staff in the out of school club. This enables them to form secure attachments and promotes their well-being and independence. There is a suitable key person system in place, which helps children to feel secure. Children confidently enter the club and greet each other and the rest of the staff warmly. This smooth transition from school to the club helps to promote their well-being. Good use is made of daily routines to help children feel secure as they come into the club, hang their coats and bags up and visit the bathroom so they are ready for their snacks. Children are provided with a snack from home and sit together making this a social time as they talk about their day.

Children behave well because their behaviour is managed effectively. Staff are good role models by being polite, caring and listening carefully to children. Children take turns and share fairly when using resources. For example, they wait patiently for their turn of badminton. As a result, children are aware of the boundaries set and the behavioural expectations of the club.

Staff have a good understanding of, and give a high priority to, the safety of children. Staff are deployed appropriately to ensure children's safety and well-being at all times. Registers are taken as all children are collected from school and parents sign their children out in the evening. This ensures children are safeguarded at all times. Effective communication with the school is in place to ensure staff know of any children who have been absent from school. In addition there is effective communication with the head office

to ensure staff know of any changes to bookings. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment.

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

The registered provider is clear about his responsibilities and ensures all staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage. Staff have a secure understanding of the safeguarding policy and know what action to take if they were concerned about a child. All new staff have an induction period which ensures they are given relevant information about their roles and this includes the procedures for the safe collection of children from school. One member of staff currently holds a first aid qualification and the manager is attending refresher first aid training shortly. This ensures they are able to respond to children in an emergency appropriately. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting. In addition the registered provider and manager ensure ratios of qualified staff are always met.

Suitable risk assessments are in place, along with daily visual checks to ensure that any potential hazard is minimised. An appraisal system has been developed to assess staff's effectiveness at the setting, ensuring that any gaps are identified and training offered or in-house support to overcome any gaps in staff's knowledge and understanding.

The provider and staff are committed to making continuous improvements to the service they offer children and the families. The staff team regularly consults with children about many aspects of the club to ensure that the activities reflect their needs and interests. Self-evaluation is in place which includes regular visits by the area manager who monitors the progress of the club, clearly identifying any area for improvements. Parents are kept informed about their children's time at the club through daily conversations. This communication at handover time helps ensure continuity of care for children and means staff are able to meet their individual needs well. The manager has begun to build links with the school and currently has discussions with the teachers to ensure any messages are relayed back to parents. However there are fewer opportunities to share information on the children's progress to consolidate their learning and support continuity of care.

### **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

<b>Unique reference number</b>	EY466213
<b>Local authority</b>	Ealing
<b>Inspection number</b>	925878
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	128
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Aktiva Camps Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02035518909

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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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