

Aktiva Camps at Grove Park

Nightingale Close, London, W4 3JN

Inspection date

16/07/2014

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

- Managers and staff are clear about the safeguarding and welfare requirements and are extremely vigilant, which ensures that children remain safe and secure throughout the day.
- Staff warmly welcome children into the after school club. Children form strong bonds with their key persons who support their emotional well-being.
- Staff promote children's physical development successfully, so that they make positive progress in understanding the importance of good health.
- Children can access resources independently, which gives them confidence and a sense of ownership of the after school club.

It is not yet outstanding because

- Good communication with parents is not yet fully developed to provide better partnerships and enable parents to feel more involve.

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 activities in all areas of the after school club both indoors and outside.
- The inspector took into account the views of children.
- The inspector took into account the views of parents.
- The inspector viewed a selection of policy and planning documents.
- The inspector spoke to the manager and staff about their roles and responsibilities.

Inspector

Marvet Gayle

Full report

Information about the setting

Aktiva Camps at Grove Park registered in 2013 and is one of 24 play schemes run by Aktiva Camps Limited. Grove Park primary school is situated in Chiswick in the London Borough of Hounslow. The after school club is intending to operate from the school hall, the canteen area, music room and has use of the school playground. There are eight children on the early years register on role. The club operate after school from 3pm 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 will employ suitably qualified staff to meet the ratios of adult to child.

What the setting needs to do to improve further

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

- strengthen the developing partnerships with parents, to enhance communication so everyone is aware and assured of what is happening and provide consistency.

Inspection judgements

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

The club meets the needs of the children who attend well. The knowledgeable staff work effectively in partnership with the school to support all children in their care strongly. Staff take time to get to know every child individually and use their knowledge of how children develop and learn to encourage them all to make good progress. There is a friendly atmosphere with older children playing alongside younger children. This collaborative play means that the younger children learn by following the good examples set by their older friends. Staff are sensitive in their approach and know when to join in with play and when to step back and let children take the lead. Children chat animatedly about the creative activities they take part in and share resources cooperatively between themselves. For example, they enjoy talking about the ships they are building and what they are used for.

Children communicate well with each other and with the adults around them. They speak very politely and with confidence. Children hold conversations naturally and they are keen to talk about their day at school. They listen carefully, and with interest, to the views of others and the day they have had. There is a range of picture and chapter books for the children to enjoy. The staff read to the children if they ask, and a welcoming area to relax quietly in and to promote literacy and reading is readily available. There are plenty of opportunities for physical play. There is a large playground area for different ball and running games. There are many resources to choose from, which means that all children are encouraged to move in different ways and to run, jump, climb, balance and throw. This challenges and promotes their physical development well. Older children and younger

children mix very well in the outside area enjoying chasing games, football, tennis games and imaginative games where they pretend to be animals.

Children are independent because they make choices about the games they would like to play with and about where they would like to play. They are able to take themselves to the toilet when they want to, and help themselves to drinks if they are thirsty. The staff know how to develop the children's understanding of mathematics and they talk about numbers and shapes readily during the children's play. Staff encourage children to think about the shapes they make as they talk about what they are making. For example, staff working with the children ask, what pieces to use for one part of the ship and they respond, 'do not build it too tall.' This complements children's ongoing learning from school well and supports them in continuing to develop effective skills for the next stage in their learning. Resources are interesting and varied and give children good opportunities to think about the world around them. Partnership with parents is developing, however, good communication with parents is not yet fully in place to provide better consistency and enable parents to feel more involved.

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

Children are happy, settled and enjoy their time at the club as staff welcome and explain the routine of the evening to the children cheerfully. Children laugh, talk and chatter enthusiastically with staff and each other about what they plan to do and what they have done during the school day. The children are very polite, they behave well and are very caring towards each other. When needed, staff speak calmly at children's level to explain, making them feel valued and understand clearly why they are unable to have something. The staff are committed to creating a homely atmosphere for the children, which feels different to the school day and they are extremely successful in achieving this. The staff are clearly dedicated to the children and to their success. They work hard to make sure that every child has what they need. As a result, the children thrive. The key-person system is fully embedded and staff know the children and their families well. Staff work in close partnership with the school and relevant professionals to support children on entry and during their time at the club. Children gain an understanding of risk through activities such as taking part in games with the older children. As a result, they gain in confidence and know what to do in the event of a fire.

Children manage their personal care appropriately, as they independently wash their hands before snack. Children's health is promoted well as they are offered healthy snacks that reflect a balanced diet. They are considerate and respectful of the views and opinions of their younger friends. Children are encouraged to talk about how they feel and are kind and helpful to staff and their friends. All children show that they feel confident and they readily approach staff and ask for help, as well as to show their achievements, for example, building a cardboard playhouse. Children are confident as they move around and demonstrate independence as they make decisions about their games.

The effectiveness of the leadership and management of the early years

provision

Leadership and management are good. The manager is organised to ensure that she has a good working knowledge of the requirements of the Early Years Foundation Stage, and is fully aware of the importance of quality practice. The management team reviews the arrangements for planning and assessment to ensure that all children are progressing well. The arrangements for safeguarding children are good as staff demonstrate a secure knowledge of their responsibilities concerning protecting children. Regular safeguarding and first aid training keep their skills updated. They understand their individual responsibilities well and provide a safe and secure play environment for children. Risk assessments ensure that any potential hazards to children are minimised and staff closely monitor access to the premises. For example, only staff are allowed to open the door or gate to the premises.

The staff are managed and deployed effectively, ensuring that children are supervised and supported well both in and outside. The performance of staff is managed through regular meetings and yearly appraisals. Management undertakes a reflective and evaluative approach to the service provided and is conscientious in delivering good quality care for all children. Management evaluate activities provided and ensure that children remain interested and motivated in their learning. They use the views of children and staff in the evaluation process. Partnerships with parents and others are developing well. Verbal feedback from parents indicates a strong sense of satisfaction with the provision. Many comment on their children's enjoyment of the activities, the friendliness of staff and their commitment to providing a good service. Staff have good links with outside professionals and agencies, enabling them to seek appropriate intervention for children at an early stage. They have good working relationships with the school that children attend, and they seek support from local authorities who provide advice on training.

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	EY466212
Local authority	Hounslow
Inspection number	925877
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	16
Number of children on roll	8
Name of provider	Aktiva Camps Limited
Date of previous inspection	not applicable
Telephone number	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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