

# Aktiva Camps At William Hogarth School

William Hogarth School, Duke Road, LONDON, W4 2JR

<b>Inspection date</b>	30/06/2014
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		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

- Children share positive relationships with their key persons who are attentive to their individual needs and support them in their play, learning and development.
- Staff provide regular opportunities for children to develop their mathematical understanding in daily routines and outdoor games.
- Children learn the importance of a healthy lifestyle through receiving a range of healthy snacks and through the use of consistent daily routines and activities.

### It is not yet good because

- The daily record of attendance is not accurately maintained in line with requirements to support the safe management of the provision.
- Children do not have access to a good range of books to choose from to support their play and 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 had discussions with the provider and the manager.
- The inspector observed the staff and children during play.
- The inspector sampled the club's documentation, including the register of attendance, staff records, observation reports and the record of the risk assessment.
- The inspector spoke to some parents.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

Aktiva Camps at William Hogarth School registered in 2010. It is one of a number of provisions owned by Aktiva Camps Limited. The club operates from the music room in William Hogarth School in Chiswick in the London Borough of Hounslow. Children have access to the school hall and an enclosed playground for outdoor play. The club is open each weekday from 3.30pm to 6pm, during term time.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age range on roll. The club also cares for children aged over five to 11 years old. The club employs three staff to work with the children. Of these, two members of staff 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:

- maintain an accurate daily record of the children's hours of attendance

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

- increase the range and variety of books available to children to support their interests.

## Inspection judgements

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

Children enjoy themselves at the club as they are able to freely select the toys they want to play with. This means that children are developing skills in making their own choices. The manager is starting to encourage children to suggest their ideas about activities that they wish to add to the weekly planning programme. This enables children to make a positive contribution to their learning. The manager has introduced a cosy area where children can take part in quiet activities, rest or relax with their friends. Children are growing in confidence as they play alongside each other and with older children. Staff join in and play with the children during activity sessions. They show interest in what children are doing and also help them to extend an activity, for example, using puppets for the characters of a story. This encourages children's involvement as they respond to questions and begin to re-tell familiar stories.

The manager and key persons observe and keep notes on the children's achievements. They use this information to identify children's interests and plan suitable activities to support and extend children's learning. Overall, children's learning and development is fostered appropriately as they have a balance of relaxation, outdoor play and learning opportunities from planned activities and free play.

The club has a reasonable range of toys and equipment that are suitably appropriate for children of different ages and abilities. However, children have access to a basic range of books, with few non-fiction books to support the likely interests of the children. Staff provide opportunities for children to develop their understanding of numbers and awareness of mathematical language during daily routines and outdoor play. For example, staff ask children to count how many are sitting at the table for snacks. They encourage them to develop their mathematical skills as they begin to add or take away when other children have not yet arrived at the club or when a child moves away from the table. Staff also play games with the children outdoors where they are given instructions to follow, such as moving 'up', 'down' or 'north' and 'south' of the playground.

Children's creative skills are encouraged through activities such as arts and crafts and role play. For example, they use a selection of materials to make cards for each other's birthdays and to celebrate the birth of their friend's baby sibling. Children enjoy working with malleable materials such as salt dough to express their ideas and creativity. They mould, roll, squeeze and flatten dough balls for a sustained period of time. Staff provide opportunities for children to use the computer and other programmable games. This helps children to develop confidence in using the computer independently.

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

Children arrive at the club happily and they quickly settle into the daily routine. The club's key person system supports children's emotional development and general well-being. This is because the key person takes responsibility to help the children to get to know them, the staff and the new routines. Consequently, children share positive relationships with their key persons and other staff. Children are well behaved. They are beginning to know and understand what is expected of them because on occasions staff gently remind them of the club's rules. Staff set up group activities to enable children to form relationships with children of their own age and older children. They are learning to share and take turns with others. Older children support the younger children to develop social skills, for example by reminding them that it is nice to share and help each other.

Children learn to be responsible and to care for their room and the club's resources. For example, the staff nominate a child to help with setting up the room and preparing the table for snacks each day. This enables children to develop independence skills for the future. Staff escort younger children to the toilet, which are located in the corridor, to protect their well-being and safety. Children learn the importance of emergency evacuation through discussions and by practising the fire drill with staff. Consequently, children are learning to become familiar with the routine in the event of an emergency.

Children's health is promoted as staff follow appropriate procedures to reduce the risk of cross infection and the spread of germs. Staff prepare children's snacks on clean surfaces. They also clean tabletops before children sit down for their snacks after they have eaten so that tables are clean and made ready for activities. Children learn the importance of washing their hands because staff explain to them that washing their hands reduces the risk of passing on germs. Children receive a range of healthy snacks including fresh and dried fruits, vegetables and brown bread, which encourages them to develop healthy eating habits. Children regularly enjoy a range of activities outdoors that helps to develop their physical skills. They receive appropriate support when learning new skills, such as skipping.

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

Children are appropriately safeguarded at the club as the management team and staff implement a number of procedures to promote their welfare. The manager demonstrates an understanding of child protection issues and knows how to proceed if there are any concerns about a child to help to keep them safe. The manager ensures that child protection and safeguarding procedures are included in the induction process. This enables new staff to have a sound understanding of the potential signs and symptoms that may indicate a child is at risk.

Children are cared for by suitably vetted staff. However, the provider has failed to notify Ofsted of a change to the person who is managing the setting. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. All visitors to the club are asked to identify themselves at the school's reception and are then escorted to the club.. The staff at the club also check visitors' identity badges and ask visitors to sign themselves in the visitor's book. This helps to prevent unauthorised persons gaining access to children and enables children to feel secure on the premises. Some of the staff hold a valid paediatric first aid training certificate, which enables them to provide appropriate care to children if there is an accident. The manager carries out visual safety checks before children arrive at the club to make sure there are no potential hazards to their safety.

Most required documentation for the safe management of the children and the provision is in place and kept secure. However, the daily record of attendance is not well maintained as a number of the children's departure times are not recorded, as required. Although, this breach of requirements does not have a significant impact on the children the setting is required to make improvements to meet with this aspect of the safeguarding and welfare requirements.

While the club's self-evaluation process is not fully established, the senior management team and the manager have a sound understanding of the strengths and weaknesses of the club. For example, the senior management team is supporting the staff to develop their use of questioning techniques to help extend children's learning during activities.

The staff's partnership with parents is developing. Parents provide relevant information about their child to the staff to ensure their children receive individual care according to their needs. Staff provide parents with clear information about their child's general well-being through daily discussions and this supports the continuity of care from club to home. Parents have access to a notice board with details put on display that include their children's key person, registration certificate and the staff's designated roles. Consequently, parents are kept informed about the provision of care for their children. Parents say that they are happy with the care their children receive at the club. They also say that the staff are friendly, approachable and keep them informed about their child's care and learning. The staff share positive relationships with the children's teachers, which in turn, supports children's continuity of care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

## 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>	EY430753
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	912258
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Aktiva Camps Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07702 280 802

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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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