

Aspire Childcare Project at Phoenix School

Phoenix School, Marlborough Grove, London, SE1 5JT

Inspection date	09/01/2015
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		2
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 have strong partnerships with the teachers in the school, which supports children's continued learning well.
- Staff provide a wide range of purposeful resources and activities to further develop children's skills in all areas.
- Staff value and promote children's free choice and views, which helps shape the service provided.

It is not yet good because

- Staff do not always manage children's behaviour appropriately in relation to their age and stage of development.
- Parents and staff do not have access to the club's written policies and procedures.
- Staff do not always encourage parents to share information about their children to further support a combined approach to supporting children's needs.

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 play facilities in the playroom and outdoors.
- The inspector held a joint observation with the manager.
- The inspector viewed documentation including evidence of staff suitability.
- The inspector held a meeting with the owner and had discussions with the staff.
- The inspector took account of the views of parents.

Inspector

Sarah Bangura

Full report

Information about the setting

Aspire Childcare Project at Phoenix School registered in 2011. It is privately owned by Aspire Childcare Project. It has strong links with the Phoenix School and mainly operates from the school's large hall. Children also have access to the library, computer suite and music room. It is located near the Old Kent Road, in the London Borough of Southwark. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club offers a breakfast club from 8am to 9am and an after-school club from 3.30pm to 6.45pm, Monday to Friday during term times. The club offers a play scheme during school holidays. There are three members of staff who work with the children and they all hold appropriate 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's behaviour is managed consistently in ways which are appropriate to each child's age and stage of development
- make available to staff and parents written policies and procedures of the club, including procedures to follow to manage children's behaviour.

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

- encourage parents to contribute ongoing information about their children to further support a combined approach to meeting children's individual needs.

Inspection judgements

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

Children benefit from a good range of interesting and challenging activities and experiences. Staff work well with teachers to create an enriching environment where children can play and develop their abilities. As a result, children continue to practise the skills they learn in school. For example, children connect blocks with letters to spell words and increase their vocabulary. Staff link letters and sound recognition in a fun way in a game called 'ball of sounds' where children pick out letters and say the sounds. There are positive initiatives, such as a children's committee. This takes account of children's ideas and choices, which enables them to contribute their views to shape the service provided. As a result, children's self-esteem and confidence are promoted well. Staff plan interesting experiences with a balance of child-initiated and adult-led activities. However, they do not

always seek information from parents about what their children are doing at home to further support children's unique needs.

Children participate in activities of their choice. Boys and girls have equal access to the activities. All children are encouraged to participate in physical activities, such as dodge ball. This means children are physically active in ways that challenge and strengthens their growing bodies. Children develop their technology skills as they use laptops and staff complement children's learning in school successfully by extending their knowledge of the world. For example, during role play at a 'restaurant' and 'shop', the children negotiate and discuss a discount. As a result, children take part in play experiences that reflect real life as they talk about how much things cost.

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

Overall, children and staff enjoy good interaction which promotes sound relationships. Children have a strong sense of belonging and move around the room choosing what they want to do. However, on occasions, children are not actively engaged, which leads to their behaviour deteriorating. This is because staff are not consistent in their approach to behaviour management. Policies and procedures are not readily available for staff to refer to. Staff do not teach children clear boundaries that they understand and follow. As a result, children's behaviour is not managed well for their age and stage of development.

Children participate in activities that maintain a positive approach to inclusion. The setting works well to develop children's awareness of the diverse society in which they live. There are pictures and images that represent children's backgrounds and cultures.

Staff promote children's safety and well-being soundly. They follow effective measures to minimise potential risks in the indoor and outdoor environments. Children learn about keeping themselves safe by participating in regular fire drills. They contribute their ideas to the menu, which helps them to learn about healthy choices. Children take turns to help the staff to set the tables ready for meals, which promotes their sense of responsibility securely.

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

Overall, the owner has a sufficient knowledge of the requirements. However, there are breaches of some requirements, including those for the Childcare Register, for example, regarding the information available to parents and the management of children's behaviour. All required records for the safe and efficient management of the club are well maintained and regularly reviewed. However, policies and procedures are not readily available for parents. In addition, staff do not always have access to relevant policies to support their practice, for example, those to help them manage children's behaviour suitably and consistently.

Children's welfare is safeguarded. Staff have received appropriate in-house safeguarding training to enhance their knowledge and understanding of good practice. As a result, they have a clear understanding of safeguarding and child protection issues. Staff are fully aware of the reporting procedures to follow in the event they have a concern about a child in their care. Staff complete safety checks of the premises and supervise children closely. There are secure procedures to check staff suitability and records of these background checks are maintained. This promotes children's welfare and well-being securely.

Self-evaluation is in its infancy with some areas of strengths identified. Staff and the manager take into account children's views effectively and listen to parents' feedback well. For example, the club now opens longer hours in line with parents' requests. Staff complete some training to help them undertake their role appropriately, such as in food hygiene and first-aid. The manager is currently implementing plans to provide staff supervision to help identify areas for ongoing training and professional development.

Staff develop a good partnership with school staff and children's parents. They encourage regular exchanges of information about the children. However, staff do not always fully encourage parents to share information about their children to further promote a consistent approach to meeting children's individual needs.

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:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY436653
Local authority	Southwark
Inspection number	884372
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	22
Name of provider	Aspire Childcare Project Limited
Date of previous inspection	not applicable
Telephone number	02072373207

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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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