

Aspire Childcare Project at Phoenix School

Phoenix School, Marlborough Grove, London, SE1 5JT



Inspection date

29 September 2016

Previous inspection date

9 January 2015

| | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Not applicable | |

Summary of key findings for parents

This provision is good

- The dedicated management team has a good understanding of its responsibility for running the provision and communicates high expectations to all. Managers have successfully addressed the recommendations from the previous inspection and are strongly committed to developing the quality of the provision further.
- Members of staff ensure that all children have a strong voice in the setting and have opportunities to contribute their ideas and express opinions on issues which affect them. For example, they vote to elect members of their children's committee, who present their views at regular consultations with staff and managers.
- Children develop positive attitudes to healthy lifestyles. For example, cooking activities encourage them to try out different fruits and vegetables. They benefit from fresh air and exercise during outdoor activities each day.
- Partnerships with parents are very positive. Parents think highly of the service provided for them and their children.

It is not yet outstanding because:

- At times, some daily routines do not take into account children's attention spans, which leads to some children losing focus.
- Staff do not recognise some opportunities to encourage younger children to complete manageable tasks to develop their independence and personal skills.

What the setting needs to do to improve further

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

- review daily routines to engage children more fully and increase their enjoyment
- make the most of every opportunity to support younger children's independence and personal care skills.

Inspection activities

- The inspector observed a range of play activities and care routines, and spoke to the staff about the children's learning and development.
- The inspector held a meeting with the manager.
- The inspector looked at a sample of documentation.
- The inspector spoke to a sample of parents and children and took into account their views.
- The inspector toured the premises with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The managers and staff have a good understanding of their role in safeguarding children. For example, they know the procedures to follow if they have concerns about a child or adult and they follow the stringent mobile phone procedures. Practice is underpinned by rigorous policies and procedures, which are shared with parents. Managers follow safe recruitment processes to check that staff are suitable for their roles. Safeguarding is effective. Managers evaluate the provision and identify areas for further development. They actively seek and respond to the views of staff, parents and children. Staff have regular supervisions and appraisals. This enables the management team to monitor the effectiveness of staff practice and to support improvement through further supervision and training. For example, all staff members have recently completed training on changes to safeguarding matters. This helps to prepare them to identify children who might be at risk from exposure to extreme viewpoints or behaviour.

Quality of teaching, learning and assessment is good

Staff make regular observations of children's play. They record this information and share it with parents and teachers, to provide continuity between the different environments. This also helps them to plan activities which are suitably engaging and challenging. Staff provide a range of activities that celebrate the cultural diversity within the local area. Children learn about their communities and develop a positive understanding of themselves and others. Children benefit from the good range of resources and activities on offer. For example, they enjoy choosing from an extensive range of books, which support their particular interests.

Personal development, behaviour and welfare are good

Children are confident and settled at the club. They have very positive relationships with staff and managers, which helps them to feel safe and secure. Staff act as good role models and explain the rules calmly and consistently to children. This helps children to behave well and learn to value and respect one another. Older children enjoy the responsibility of helping to set out resources and serve snacks and drinks. Staff have developed good links with the host primary school and regularly exchange relevant information with teachers. This helps to ensure children's individual needs are met and supports consistency in children's care and learning.

Setting details

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| Unique reference number | EY436653 |
| Local authority | Southwark |
| Inspection number | 1054543 |
| Type of provision | Out of school provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 8 |
| Total number of places | 45 |
| Number of children on roll | 30 |
| Name of registered person | Aspire Childcare Project Limited |
| Registered person unique reference number | RP531097 |
| Date of previous inspection | 9 January 2015 |
| Telephone number | 02072373207 |

Aspire Childcare Project at Phoenix School registered in 2011. It is based in the Phoenix School in the London Borough of Southwark. 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. There are five members of staff who work with the children, four of whom hold qualifications from level 2 to level 6.

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