

# Inspection of Aspire Childcare Project at Phoenix School

Phoenix School, Marlborough Grove, London SE1 5JT

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Inspection date: 22 June 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are happy and enjoy attending the club. They are kind and help each other when someone needs assistance. For example, older children help younger ones to tie their jumpers around their waist so they do not fall when running. Children organise games for themselves and play cooperatively. They play a range of group sports, such as cricket, and talk about the small insects they can find outside.

Children develop a strong sense of belonging as a result of their excellent involvement in how the club is run. Children contribute their ideas for activities and take part in assemblies where they make joint decisions on things that matter to them, such as the food menu. They are confident to share their opinions and talk about their personal experiences with others, such as where they will go on their holidays.

Children benefit from a consistent team of staff who are warm, friendly and supportive. They listen to children well and encourage them to participate in the activities, offering suggestions on what they could do next. Children invite other children to join them and take turns happily.

Children behave well. Staff have high expectations of children's behaviour and are good role models. For example, they manage noise levels by talking to children about the impact that noise has on others. This helps them understand what is expected and learn to respect each other.

### **What does the early years setting do well and what does it need to do better?**

- Children have access to a range of activities and resources that keep them well engaged in their play. There is a good balance between quiet and more active activities. This helps children make their own choices and manage their individual needs, especially after a long day at school. The consistent routine helps children to understand what is happening and follow instructions.
- Children thoroughly enjoy spending time outdoors and have daily opportunities to be physically active. They play cricket and tennis, throw balls and run after each other. This helps them keep active and use their energy. However, younger children could benefit even further from more purposeful activities set up for them outdoors.
- Staff encourage children to play together and foster a sense of teamwork. For example, they play group sports and learn to work together to achieve a common goal. This helps children improve their social skills that will help them in the future.

- Children's experiences and achievements are celebrated. Staff talk to children about what they are doing and how well they are doing things. For example, when making play dough, younger children enthusiastically demonstrate their mixing skills and are praised for these. This makes them feel proud of themselves and builds on their self-esteem.
- Staff deployment is effective in making sure children are well supervised and remain safe. Staff communicate well with each other and make sure risk assessments are done before children arrive. Staff talk to children about taking risks safely and staying healthy. They remind children to be careful when they climb structures, and why it is important to drink water when it is hot. Children choose from an array of healthy food options during snack time.
- Partnership with parents is good. Parents are highly complimentary about the level of support and communication between them and the provider. They get daily updates from the staff, are informed of any changes, and feel listened to when there are concerns. Parents mention that children thrive in the club and are always excited to come in.
- The provider and staff have established a secure partnership with the school. They speak with school staff to understand children's needs and implement strategies to help children settle and feel welcomed. The club is seen by the school leadership team as an extension of the school provision. The team is highly complimentary about the level of care and attention children receive.
- The manager and staff regularly reflect on their practice to make improvements. They meet on a daily basis to discuss activities and the plan for the day. Staff feel well supported in their roles and have good opportunities to develop their skills and knowledge to further support children's experiences at the club.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They identify the signs or symptoms which may indicate a child is at risk of harm and know the correct reporting procedure to follow. Staff remain vigilant at all times and supervise children appropriately. The provider understands the procedures to report allegations and make welfare referrals. There are thorough vetting and recruitment procedures in place. The provider has ongoing checks in place to ensure staff remain suitable to care for children.

## Setting details

<b>Unique reference number</b>	EY436653
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10233797
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Aspire Childcare Project Limited
<b>Registered person unique reference number</b>	RP531097
<b>Telephone number</b>	02072373207
<b>Date of previous inspection</b>	29 September 2016

## Information about this early years setting

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 8.55am 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, three of whom hold qualifications from level 2 to level 3.

## Information about this inspection

### Inspector

Sonia Ferreira

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities and the interactions between children and staff, indoors and outdoors.
- Children shared their views and experiences at the club with the inspector.
- The inspector held conversations with staff and spoke with them at appropriate times.
- The provider met with the inspector to discuss leadership and management of the setting.
- The inspector reviewed documents relevant to the inspection process.

We carried out this inspection 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.

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