

Inspection of Active Day Camps - Marlborough Primary School

Marlborough Primary School, Draycott Avenue, London, Middlesex SW3 3AP

Inspection date:

30 October 2024

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

**This
inspection**

Not met (with actions)

Previous
inspection

Met

What is it like to attend this early years setting?

This provision does not meet requirements

The provider has failed to take action to ensure the setting is secure. Following a previous incident, the provider has not taken steps to improve the security of the setting within the shared building, which puts children at risk. Furthermore, staff have a poor understanding of the risk assessments, which means they fail to take steps to keep the premises safe and secure.

Despite these concerns, children are supervised well by caring staff. Children are happy, make friends and play together well. The provider plans a range of activities to stimulate children's learning. Children take part in active games. They join in with circle games and sports activities, which develop their physical skills. Children learn to follow simple rules, such as stopping to listen when they hear the clapping cue. Children are confident to chat to each other, and adults, about their drawings and home lives.

Staff support children to take part in activities and offer them reassurance when they feel upset. Younger children enjoy snuggling up to a member of staff for cuddles. However, not all staff know enough about individual children to ensure their needs are met.

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

- Risk assessment arrangements are ineffective. In addition to the concerns about the security of the setting, not all hazards are identified and removed. For example, the cable from the vacuum cleaner was left trailing on the floor, which causes a trip hazard. This puts children at risk of accidents.
- The provider does not make sure all staff have a good understanding of their roles and responsibilities. Seasonal or temporary staff do not receive thorough induction training to ensure they have a good understanding of how to keep children safe.
- Staff complete regular safeguarding training and recognise the signs and symptoms of abuse and neglect. They know how to report any concerns about children to the designated safeguarding lead at the setting. However, some staff do not know the whistle-blowing procedures to follow, were they to have concerns about an adult's behaviour towards a child. This means allegations may not be reported.
- Information about children's personal care is not shared well. Although the provider gathers information from parents prior to children attending, not all staff know about the children's individual care needs. This indicates there are weaknesses in the key-person arrangements and impacts on how well children's individual needs are met.

- Children behave well. Staff help them to resolve problems, such as taking turns with resources. Staff consistently reinforce strategies that help children learn to regulate their behaviour, such as countdowns to give children notice prior to changes in activities.
- Children with special educational needs and/or disabilities (SEND) are supported well. The provider liaises with other settings attended by children to ensure a consistency in the children's care plans.
- Children listen attentively and enjoy stories. Staff engage children in storytelling by asking questions which support them to think about what might happen next. This helps children develop their imagination and language skills, as well developing an interest in books.
- Parents say the setting listens to their concerns and is flexible to meet children's needs. This indicates the provider understands their responsibility to work in partnership with parents.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the premises are secure at all times to prevent unaccompanied people accessing the setting	22/11/2024
improve risk assessment arrangements so all hazards are identified and removed	22/11/2024
improve induction and training arrangements so staff have a good understanding of their roles and responsibilities to keep children safe	22/11/2024
ensure all staff have a good knowledge of the safeguarding policies and procedures so they know how to report any concerns about a child's welfare	22/11/2024

improve the key-person arrangements so all staff have a good knowledge of children's individual needs.	22/11/2024
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Setting details

Unique reference number	2579657
Local authority	Kensington and Chelsea
Inspection number	10371092
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	51
Number of children on roll	65
Name of registered person	Active Day Camps Ltd
Registered person unique reference number	RP549646
Telephone number	07887712877
Date of previous inspection	15 February 2023

Information about this early years setting

Active Day Camps - Marlborough Primary School registered in 2020. The club is located in the Royal London Borough of Kensington and Chelsea and operates from Marlborough Primary School. The club is open from 8.30am to 5.30pm during school holidays. The club employs eight members of staff, including the manager.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the nominated individual about the safeguarding arrangements at the setting.

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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