

Inspection of Aktiva Camps at Mount Carmel Catholic Primary School

Mount Carmel RC Primary School, Little Ealing Lane, LONDON W5 4EA

Inspection date:

8 May 2025

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff are warm and welcoming. When children arrive at the after-school club, they greet staff with a friendly embrace. Children look forward to seeing their friends. They are eager to participate in games. Staff plan engaging activities that children like to play with, such as open-ended toys, dodgeball, table tennis and sand play. They organise the environment well, so children can easily access a range of resources. Children learn to navigate the space safely. Staff teach children about the expectations for their behaviour. Children listen attentively during registration time. At snack time, staff quickly intervene to teach children how to behave. Children learn to be well mannered and polite towards each other. Staff clearly establish the routines, so children know what to expect.

Staff are deployed effectively. They communicate often to help children to transition between routines. Staff are vigilant and monitor children well. There are excellent systems in place to ensure that the premises and building are safe and secure. Staff have a high regard for children with special educational needs and/or disabilities. They work with parents and carers to identify when children need additional support. Partnership with parents is strong. Staff are currently developing their ways to enhance information sharing with parents even further.

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

- Staff use their knowledge of child development to keep children engaged in their play. They plan activities according to children's interests. Staff model ways to encourage children to develop their speaking and listening skills. They support children to learn new words, use simple sentences and take turns.
- Staff teach children how to play competitive sports. Children learn the rules and play collaboratively with their peers. They enjoy practising their skills, such as by using hockey sticks and balls to dribble and pass.
- Children have opportunities to use malleable toys. For instance, they use their hands and fingers to shape, roll and manipulate play dough. Children are kind and friendly towards each other, and form friendships with each other.
- Staff are nurturing and help children to settle when they are upset. Staff intervene quickly to remind children about their expectations. This helps children to learn to develop self-control and regulate their emotions.
- Staff encourage children to eat healthy foods. Children like to try a variety of fruits and vegetables. They learn new vocabulary to describe food. Children enjoy socialising during mealtimes. During snack time, staff encourage children to sit and eat together. There are excellent care practices in place. For example, staff model good hand hygiene and children practise using tongs to pick up and handle food.

- Staff support children to develop their confidence and self-esteem. Children are motivated during activities and enjoy taking risks. Staff promote children's free choice and act as excellent role models. Children learn to develop their independence.
- Children have a designated space to relax. They can sing songs and read books. Staff promote a culture of respect. Children learn to make secure attachments and know who to go to if they need help and support.
- Leaders have a high regard for staff. There is a positive culture in the setting, which promotes staff's well-being. The staff team is well established and works closely together.
- Leaders delegate tasks well to ensure that the after-school club runs smoothly. Staff have a good relationship with the on-site school. Staff use school handover times effectively in order to support children's well-being. There are good communication systems in place to keep the school informed about any changes.
- Leaders liaise with the local authority, who provide staff with support to enhance their practice. Staff take advantage of regular professional development. This helps them to develop the necessary skills to carry out their roles and responsibilities effectively.
- Leaders seek ways to improve. They have acted on the recommendations since their last inspection. They would like to further develop opportunities to take account of children's views more.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY411346
Local authority	Ealing
Inspection number	10380908
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	4 to 11
Total number of places	72
Number of children on roll	50
Name of registered person	Aktiva Camps Limited
Registered person unique reference number	RP901383
Telephone number	020 3551 8909
Date of previous inspection	28 June 2019

Information about this early years setting

Aktiva Camps at Mount Carmel Catholic Primary School registered in 2010. It is independently run and is located in the London Borough of Ealing. The club is open Monday to Friday. During term time, the breakfast club is open from 7.45am to 8.35am and the after-school provision is open from 3.30pm to 6pm. The playscheme is open during school holidays, from 7.45am to 6pm. There are currently five staff, of whom four staff hold appropriate childcare qualifications ranging from level 3 to level 5.

Information about this inspection

Inspector
Jane Ihezie

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The leader, manager and inspector completed a tour of the premises together and all areas of the after-school club.
- Children told the inspector about their friends and what they like to do when they are at the after-school club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the after-school club.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025