

# Inspection of ActiveMe 360 CIC @ St John's CE Primary School

St Johns C Of E Primary School, Grove Road, Gosport PO12 4JH

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Inspection date:

14 February 2024

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

**This inspection**

**Met**

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Previous inspection

Not applicable

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

### **This provision meets requirements**

Children have fun and an abundance of opportunities to develop their physical and socialisation skills, through sport-based games and activities. For example, children develop and refine their coordination and core strength as they play throw and catch together, increasing the distance between them as they progress through the game. Children have plenty of daily access to fresh air as they play games on the field and playground. They exert themselves as they run and chase each other, confidently navigating the space around them. Children enjoy their time at the holiday camp and tell the inspector that staff 'are friendly and kind'. Children are confident and demonstrate that they feel safe and secure through their positive behaviour.

Staff support children's learning and development by implementing key concepts into physical games. For example, children consolidate their understanding of numeracy as they use their fingers and count down from five, before each game begins. Children develop their communication skills as they chat and work together to solve problems.

Children concentrate, listen, and follow instructions well. For example, during a ball game of 'opposites', children stand in a circle and listen to the instruction before the ball is thrown. Children then perform the opposite action to the instruction given. Staff provide children with meaningful praise when they have tried hard at a task that they find tricky. This helps children develop confidence, pride and the motivation they need to keep trying.

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

- Managers use practice monitoring arrangements and staff supervision successfully to build staff's knowledge and skills. Staff have access to a range of professional opportunities that help them improve the provision for all. For example, during recent training, apprentices learned how to adapt physical activities for those who have a visual impairment. Staff talk positively about the opportunities they have to learn alongside their colleagues and share knowledge. Staff feel committed to their roles and valued as a result.
- Staff get to know children's individual characters and needs well. They gather information from parents before children start. This enables staff to create a full programme of fun physical activities, that reflect the varying needs of children. For example, staff recognise that some children may benefit from regular breaks. They create quiet areas enabling children to rest and self-regulate, as they draw, read or chat to a friend. This helps create an inclusive environment where all children, including those with special educational needs and/or disabilities,

achieve their goals.

- The provider places great importance on children's safety. They implement effective risk assessments, ensuring the premises are safe, secure, and suitable. Staff meet children's supervision needs well. They work as a team and keep in constant communication, as children free flow between the indoor and outdoor areas. Staff deploy themselves effectively throughout the day, making sure children's individual supervision needs are met. Children learn how to keep themselves safe as they learn the camp rules. For example, children understand that they must stay seated when eating to prevent choking.
- Children build friendships during their time at the holiday camp. They cheer each other on and commiserate each other's losses with a positive attitude. Children show excitement as they play a colour prediction game and wait in anticipation to see if their colour has been chosen. Staff are perceptive and kind. They recognise those who are quieter than others and offer extra encouragement. Staff spend time with children who are resting, using this as an opportunity to build relationships. Children show that they feel safe and secure as they play tricks on staff and seek out their attention.
- Staff work in partnership with parents to create a two-way flow of information. For example, parents have access to a range of information about their child's care. This includes the activities on offer, mealtime menu, camp rules and policies and procedures. Staff support children who speak English as an additional language and their families well, often using translation aids to ensure both the family and the camp have the most up-to-date information. This helps promote children's health, safety, and enjoyment while at the camp.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	2733102
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10325924
<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>	35
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Active Me 360 C.I.C.
<b>Registered person unique reference number</b>	2565377
<b>Telephone number</b>	02382 511844
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

ActiveMe 360 CIC @ St John's CE Primary School, located in Gosport, Hampshire, re-registered in May 2023. The provider employs four members of staff. Of these, three hold appropriate qualifications. The provision is open from 8am to 3pm, four days per week, during school holidays only. The provider receives HAF funding.

## Information about this inspection

### Inspector

Paula Sissons

### 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 manager explained their aims for children's learning.
- The inspector observed staff and children throughout the inspection.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.

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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