

Inspection of ActiveMe 360 CIC @ Swanmore College

Swanmore College, New Road, Swanmore, Southampton SO32 2RB

Inspection date:

13 February 2024

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are excited to be at the provision and are warmly greeted by kind and caring staff. Children form good friendships with their peers as well as children who are older and younger. The older children take pride in sharing their skills with the younger children. For example, they teach younger children how to make different origami shapes. Staff know the children well, this helps children to feel safe and secure at the provision.

Staff provide children with a range of opportunities while at the provision. For example, children can take part in football, gymnastics or sports programmes. The activities are designed to support children's physical well-being. Children spend the majority of their day being active and enjoy taking part in a range of different team games, such as tag rugby and dodgeball. During games, such as gladiators children demonstrate their determination as they try and outrun the tagger. Staff skilfully weave numeracy into children's games. For example, children count to five as they complete star jumps.

Staff act as good role models. They ensure there are clear routines and boundaries in place. At the start of each session, children confidently remind each other of these expectations.

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

- The provider has created learning aims, which are embedded throughout the provision. The aims focus on supporting children's physical, mental and social development. For example, they teach children about teamwork and healthy lifestyles, such as being active regularly.
- Staff support children's personal, social and emotional development well. They build on children's self-confidence and self-esteem. For example, they regularly praise children for their efforts and encourage children to persevere as they learn a particular skill, such as dribbling with a ball. However, on occasion, staff step in and solve problems for children, such as minor conflicts over toys. This means children are not consistently supported as they learn to manage conflicts independently.
- Staff support children with special educational needs and/or disabilities (SEND) well. For example, staff adapt practice where needed and work in close partnership with parents to understand the needs of each individual. This helps children with SEND to actively participate in the activities.
- Overall, children understand staff's high expectations for their behaviour and behave well. For example, they listen and follow instructions well during activities. However, there are minor occasions during transition periods, such as

lunchtime, when behaviour becomes disruptive and, as a result, children become disengaged.

- The provider understands the importance of reflection and evaluation to develop practice further. They have implemented an effective system where they regularly consider the strengths of the provision as well as identifying any areas for development. Managers act quickly when they identify areas which need further development and provide the appropriate support, training and coaching needed.
- The provider is focused on supporting their local community. They use additional funding from the government's holidays, activities and food (HAF) programme appropriately to provide children with activity sessions and a hot meal. The provider takes this further and offers community places to cover times, such as half term, when the HAF programme does not run. This ensures they can provide a safe space for children who need it, as well as getting them active.
- The provider values and takes pride in their staff team. They recognise that ensuring staff have effective training and coaching positively impacts on the provision. The provider encourages staff to undertake professional development in aspects they are interested in. For example, staff have taken on the role of being the 'people's champion', which involves supporting staff and their well-being.
- Parents speak highly of the provision. They comment that their children love coming and are thriving. Parents explain that staff know their children well, which helps children to settle quickly each morning.

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	2733019
Local authority	Hampshire
Inspection number	10331851
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 12
Total number of places	236
Number of children on roll	163
Name of registered person	Active Me 360 C.I.C.
Registered person unique reference number	2565377
Telephone number	02382 511 844
Date of previous inspection	Not applicable

Information about this early years setting

ActiveMe 360 CIC @ Swanmore College re-registered in June 2023. The provider employs 12 members of childcare staff. Of these, nine hold appropriate qualifications. The provision is open from 8pm to 5pm, Monday to Friday during school holidays. The provider receives HAF funding.

Information about this inspection

Inspector

Natasha Jarvis

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 provider explained their aims for children's learning.
- The inspector took part in discussions with the provider, staff and children during the inspection.
- The provider and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- Parents shared their views with the inspector.
- The inspector observed staff and children throughout the day.

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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