

# Inspection of ActiveMe 360 CIC @ Chichester College

Chichester College, Avenue de Chartres, CHICHESTER PO19 1SB

---

Inspection date: 12 April 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 happy and show that they feel secure at the holiday club. They excitedly contribute their own ideas about the team games that they would like to play. Staff encourage children to take turns and listen attentively to them. They praise them for their contributions. This helps to promote children's confidence to speak in group situations. Staff give clear and precise instructions about the physical games that they are about to play.

Children quickly learn the rules of the games and eagerly take part. For instance, they have great fun taking turns to be dragons or knights in a game of 'dragon attack'. Lots of laughter takes place, and children ask to play it several times.

Children say that they like coming to the club and have made friends. Staff are very mindful of the different age range and abilities of children. For example, they reassure younger children and offer to hold their hand while they tip-toe towards the 'sleeping dragons'. This helps them to feel secure and builds on their sense of belonging. Staff have high expectations for children to be kind and considerate to each other. For instance, during transition times, children routinely hold doors open for their friends and adults.

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

- There is a strong leadership team in place. The provider embeds the aims of the club to all the staff through discussions, training and conferences to share good practice. This helps staff to deliver activities that support children's health and well-being, such as physical games involving taking turns and team work.
- The provider is very knowledgeable and reflective of the setting. Leaders provide continuous training for staff to help them to progress in their careers and keep their knowledge up to date. New staff complete a thorough induction programme to ensure they understand their responsibilities.
- Staff support children with special educational needs and/or disabilities (SEND) well. For example, they aim to find out as much as possible about the needs of children before they attend the club. Staff seamlessly adapt practice as necessary. This helps children with SEND to feel fully included, and they happily participate in the activities.
- Overall, children understand staff's high expectations for their behaviour and behave well. Staff implement rules and routines that support children to know what is expected of them. For instance, staff raise their arms to gain children's attention and ask if they are ready to listen. Children raise their arms in response and follow instructions very well. However, there are occasions, such as lunchtime, when children become restless and disengaged.

- The provider is highly committed to supporting families within the community. They use additional funding from the government's holidays, activities and food (HAF) programme effectively to provide children with activity sessions and a hot meal. Children are also offered community places to cover times, such as half term, when the HAF programme does not run. This ensures that children can benefit from attending activities during all the school holidays.
- Staff provide nutritious snacks for children to enjoy. They praise children for trying the fruit provided, such as apples. Children are reminded to have regular drinks to quench their thirst when playing physical games. The provider is considering how staff can further promote the care of children's oral health during their day.
- The club leader is an experienced practitioner. She continually observes what children know and can do during their play. For instance, she is aware when children need restful activities and incorporates these into the day. Children enjoy drawing or making items to take home. Children show confidence when they speak about what they did and what they have made.
- Leaders monitor the quality of the care provided for children, and they evaluate the service provided. They provide support and guidance for staff as necessary. Parents are sent evaluations to complete, and their views are taken into consideration. The provider is in the process of building partnerships with schools that children attend.

## **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>	2733131
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10325926
<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 7
<b>Total number of places</b>	50
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Active Me 360 C.I.C.
<b>Registered person unique reference number</b>	2565377
<b>Telephone number</b>	07886400576
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

ActiveMe 360 CIC @ Chichester College registered in 2023. It is based on the site in Chichester, but operates independently and is one of several provisions operated by the provider. The setting is open from 9am to 4pm, Monday to Friday, during the school holidays only. The setting offers local authority funded places under the healthy attitudes to food (HAF) funding scheme. Two staff are employed at the setting, one of whom has qualified teacher status. Further staff are at the setting as and when necessary.

## Information about this inspection

### Inspector

Maura Pigram

## 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 children's interactions with staff. She monitored their engagement in a range of play activities, indoors and outside.
- The provider and the inspector observed and evaluated an activity together.
- The inspector checked evidence of the suitability of staff. She sampled a range of documentation, such as safeguarding arrangements, first-aid certificates and risk assessments.
- The provider explained the aims for children's welfare and learning. The inspector took part in discussions with the provider, staff and children at convenient times.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024