

Getactive@gemsdidcot primaryacademy

Gems Primary Academy, Chestnut Drive, Harwell, Didcot, Oxfordshire
OX11 6DP



Inspection date	16 August 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is good

- The providers and staff have successfully addressed the recommendations set at the last inspection. For example, staff now provide a wide range of resources and activities based on children's interests.
- Partnerships with parents are good. Parents appreciate the information they receive and say that their children love coming to the holiday camp.
- Children behave very well and staff are consistent in their approach to managing their behaviour. Children listen attentively to instructions and respond appropriately to clear guidance.
- Staff are attentive and caring. They provide a warm, welcoming environment where children form close relationships with staff and each other. Children are happy, relaxed and feel safe and secure.
- Staff do not organise some whole-group activities effectively enough to involve all children and at times some children lose interest and become distracted.
- Staff do not maximise opportunities for children to develop their own ideas to solve problems that arise during creative activities and their play.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the organisation of whole-group activities to engage all children more effectively
- provide more opportunities for children to develop their own ideas in their play and during creative activities.

Inspection activities

- The inspector viewed all areas of the setting accessed by children and observed children engaging in activities indoors.
- The inspector completed a joint evaluation of an activity with the provider.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed the provider's self-evaluation
- The inspector took into account the views of staff, parents and children spoken to on the day of the inspection.
- The inspector spoke to the provider, manager and members of staff at appropriate times during the inspection.

Inspector

Kate Robertson

Inspection findings

Effectiveness of leadership and management is good

The providers support the staff team well to ensure that it has the skills and knowledge to meet the children's needs successfully. Effective support systems enable staff to complete training that enhances their practice. For example, recent training in behaviour management has enabled staff to manage children's behaviour confidently. The providers and staff are committed to making ongoing improvements to the camp and they use evaluation systems effectively to help identify strengths and areas for improvement. The arrangements for safeguarding are effective. The provider supports the staff well. Staff have completed all areas of safeguarding training and they demonstrate a good understanding of the procedures to follow should they have concerns about children's welfare. Staff benefit from ongoing arrangements, such as supervision and appraisal meetings, to help them develop their knowledge and skills even further.

Quality of teaching, learning and assessment is good

Staff provide children with a wide range of motivating activities to suit their interests and needs. They involve children in discussions, ask questions and encourage them to express themselves. For example, children explain to staff how they jump from one coloured hoop to another, by keeping their feet together. Children eagerly construct rainmakers, showing good concentration and imagination as they colour their designs and cut out shapes. They enjoy tabletop games, such as pool and hockey. Staff support children to understand the world around them through themed activities, such as making Asian lanterns. Snack times and lunchtimes are social events and children join in lively conversations with staff and friends. Children talk enthusiastically about their favourite foods and their recent experiences.

Personal development, behaviour and welfare are good

Children are happy, confident and independent. They understand the expectations set by staff and are considerate towards each other. They take turns and share resources well. For example, they wait patiently for their turn on the pool table and take an interest while others play. Staff encourage children to be independent and take responsibility for their own belongings. Children collect their own drinks and lunches and tidy away after themselves. Staff work effectively with parents to promote children's understanding of health lifestyles. For example, parents are encouraged to provide their children with healthy snacks and lunches. Children understand the importance of eating nutritious food and can identify a range of foods that are good for them. They are physically active and benefit from access to a large outdoor area.

Setting details

Unique reference number	EY550303
Local authority	Oxfordshire
Inspection number	10107844
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	4 - 12
Total number of places	100
Number of children on roll	200
Name of registered person	RSR Sports Limited
Registered person unique reference number	RP901728
Date of previous inspection	Not applicable
Telephone number	07885572917

Getactive@gemsdidcotprimaryacademy operates from Gems Academy Primary School in Great Western Park, Didcot. It opens from 8am to 6pm on Monday to Friday, during the school holidays. There are five members of staff working with the children. Of these, two hold qualifications at level 5, one holds a qualification at level 3 and and two hold qualifications at level 2.

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