

# Inspection of Fit For Sport At Hallfield Primary School

Porchester Gardens, London W2 6JJ

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Inspection date:

28 November 2019

**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 feel safe and secure. They are kind and helpful during creative play and cooperative games. They listen positively to instructions provided by staff. Children happily cooperate as they work with friends of different ages. This was seen when older children found coloured pens for the younger children as they concentrated on producing their imaginative drawings. Children showed delight as they completed clay objects successfully. They displayed pride in balancing block structures as they showed them off to staff. Staff have good knowledge of children and plan activities based on their interests. Children have the opportunity to be involved in decision making about the activities and resources offered. They told the inspector that they really like the club because they can read when they want to and everyone is very friendly. Staff involve children in thoughtful conversations when they ask children about their day in school and at home. Children are happy to share their experiences as they talk about their upcoming music exams and safety practice in school, for example. Young children persevere to prepare their own delicious snacks. They take it in turns to serve fruit carefully and to set out bowls for all children. All children, including those who are relatively new to the club, are excited to contribute to group play, such as parachute games.

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

- The staff establish a calm and productive environment. They create particular areas for different activities so that children are able to play with good focus on their chosen activity. Children respond well to familiar routines and develop good independence. For instance, they form lines to be counted when they go in and out of the hall. When using resources, they take the responsibility to tidy up.
- The manager deploys the staff efficiently to meet the needs of all children. Following requests from children, the manager has acquired more games for them to play. The older children particularly enjoy playing quiz games. Children develop a sense of right and wrong as they make posters of agreed rules and values.
- Staff promote healthy lifestyles effectively. Children demonstrate a good understanding of healthy eating choices as they describe the reasons for selecting and making their snacks. They enjoy playing outdoors and indoors and have a good range of equipment and resources to choose from that challenge their physical skills effectively, such as run and catch games. Staff support children's understanding of online safety through discussions that reinforce the learning introduced in school.
- Partnerships with parents are strong. Staff hold informal conversations with parents daily, so that they are fully aware of their children's time at the setting. Parents are comfortable to ask questions. They state that they are very happy

with the care that their children receive and that their children are keen to attend.

- The provider works in collaborative partnership with the children's schools. They share continuity of care as the provider gathers any relevant information from the schools about the children who attend the club. This is particularly valuable to ensure that children with special educational needs and/or disabilities receive the support they need for effective care.
- Children have good relationships with staff and are eager to discuss their school and home life with them. Staff are caring and attentive; they provide emotional support when needed. New children share information with the staff through an 'All about me' activity at the start. The children also reflect regularly on what they enjoy or dislike and what can be done to make the club better.
- The manager continually reflects on the provision and staff's practice to identify further areas of improvement. He observes staff regularly to help strengthen their practice. The provider uses training opportunities effectively to enhance the staff's skills and knowledge. For instance, they are booked onto minimum standards training first and then other courses to help support children's behavioural needs even more effectively.
- Children are kept safe through good procedures for risk assessment and fire safety. Staff show them how to cross roads safely on the 'walking bus' school service from a neighbouring school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good understanding of safeguarding procedures, underpinned by effective policies. This leads to a strong safeguarding culture, including with regard to identification of adults who are authorised to collect the children. Staff know how to recognise and report any child protection concerns to help establish children's safety and well-being. The provider completes thorough checks on all staff to assess their suitability to work with children. All staff complete safeguarding training. This ensures that all adults have a good understanding of any possible signs of abuse, including signs of extreme views or behaviours. Children are kept safe through good procedures for risk assessment and fire safety.

## Setting details

<b>Unique reference number</b>	EY545992
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10130799
<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</b>	4 to 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Fit For Sport Limited
<b>Registered person unique reference number</b>	RP901369
<b>Telephone number</b>	0208 7424993
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Fit for Sport At Hallfield Primary School registered in 2017 and offers after-school provision in Bayswater, in the London Borough of Westminster. It operates from Hallfield Primary School and is one of the provisions registered under Fit for Sport. The club opens from 3.15pm to 6pm Monday to Friday, during term time. Four staff are employed to work with children on a part-time basis, one of whom holds an early years degree. The manager holds a relevant degree in sports and the remaining two staff hold relevant qualifications at level 2.

## Information about this inspection

### Inspector

Mrig Divecha-Talker

## Inspection activities

- The inspector and the manager completed a tour of the facilities where they discussed care and safety arrangements, including children's activities, security of the premises, risk assessments and outdoor facilities.
- The inspector held discussions with staff to assess their understanding of meeting the legal requirements of safeguarding and needs of younger children.
- The inspector observed the activities and the interactions between staff and children.
- Parents and children spoke with the inspector to share what they liked about the club.
- The inspector reviewed relevant documentation, including staff's paediatric first-aid qualifications, professional development, children's accident records and attendance registers. She also checked evidence relating to 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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