

Inspection of Fit For Sport At St Marks Primary School

Lower Boston Road, London W7 2NR

Inspection date:

4 February 2020

**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 benefit from a range of activities that support them in being physically active. For example, they say they particularly enjoy the games 'messy bedrooms' and 'dodgeball'. Staff are enthusiastic and form good bonds with the children in their care. The dedicated manager provides creative activities for children. There is scope, however, for these to be developed further. Children talk enthusiastically about the food provided at the club. They develop their understanding about how to lead a healthy lifestyle while they enjoy eating the fruit and vegetables staff provide. Staff build on this further as children excitedly play 'vegetable bingo'.

Younger children build on the skills they learn at school. For example, they listen carefully to the rules of new games staff devise. Staff challenge children as they make the rules more complex. Children gain a sense of satisfaction when they are able to follow them successfully. Overall, children behave well. Staff constantly observe children and quickly step in to help them resolve any minor disputes which may occur. Children are kept safe at the club. Staff constantly risk assess and have procedures in place to ensure, for example, that children have water during their physical activities.

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

- Parents praise the manager and staff. They say they particularly appreciate the flexibility the club offers. Parents say that staff build good partnerships with them and their children. Children enjoy attending the club and chat with their friends. The atmosphere at the club is busy and friendly. The staff are fun and good role models for the children in their care.
- Staff support children's physical and emotional well-being. They know the children well and use this to create activities which build on children's interests. For example, they have created a dance club for them. Children enjoy moving in different ways to their favourite music. Children perform the routines they have worked hard to practise and perfect. Their persistence, confidence and self-esteem develops as they perform for each other and applaud each other's efforts.
- Staff say their professional development is supported. For example, they have meetings with the manager, regular supervision and access a range of training opportunities. Staff regularly reflect on their work and the activities they provide. They are encouraged to develop their professional skills and knowledge in areas which interest them.
- The manager builds excellent partnerships with the school where the club is based. The manager uses these partnerships, for instance, to support children with special educational needs and/or disabilities. He develops simple strategies

to support all children in participating fully in the activities offered by staff.

- Children benefit from well-planned, stimulating opportunities to build on their creative skills. For example, the manager holds a regular art club for children. However, he acknowledges that opportunities for quieter activities could be developed even further for children who are tired after a long and busy day at school.
- Staff support children in developing the mathematical learning they engage in at school. For example, children plan strategies as they play games where they drop oversized counters into a large frame. They talk about how they like playing 'What's the time Mr Woolf' and younger children count as they bounce balls.
- Children think about how they relate to each other and their similarities and differences. They paint pictures showing their understanding of tolerance and appreciation of each other's cultures and backgrounds. The manager uses these to create displays which all children can view and discuss. The manager creates books for each child where their pictures and creative activities are brought together and kept, so they can be shared with children's parents and special people.
- Staff support children in developing their team-working skills. They devise games where children have to work together, for example, to collect different-coloured objects. Children's social skills are developed as they talk to each other and plan what they are going to do next.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their duty to keep children in their care safe. They know the signs and symptoms which may cause them concern about the welfare of a child who attends the club. They are aware of the indicators which mean a child is at risk of being exposed to extreme ideas or behaviours. The staff have regular safeguarding training. They say this is comprehensive and provides them with a deep understanding how to keep children safe. The club has clear recruitment procedures in place to ensure staff are suitable to work with children.

Setting details

Unique reference number	EY546039
Local authority	Ealing
Inspection number	10130804
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 to 11
Total number of places	40
Number of children on roll	90
Name of registered person	Fit For Sport Limited
Registered person unique reference number	RP901369
Telephone number	02087424993
Date of previous inspection	Not applicable

Information about this early years setting

Fit For Sport At St Marks Primary School registered in 2017. The club operates Monday to Friday, from 3.15pm to 6pm, during term time. There are six members of staff, all of whom hold relevant qualifications from level 2 to level 6.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The manager and inspector walked around the premises. The manager talked to the inspector about how the club is organised and how activities planned and resources used.
- The inspector spoke to staff, children and parents at different times during the inspection. The inspector also read written feedback provided by children.
- The inspector held a meeting with the manager and regional manager.
- The inspector reviewed a sample of the club's documentation, including the safeguarding policy and checks carried out, to ensure staff's suitability.
- The manager spoke about his self-evaluation. He also discussed how he built partnerships with parents and other professionals.

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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