

Inspection of Pro Sport Coaching

St. Michaels & St. Johns RC School, Lowergate, CLITHEROE BB7 1AG

Inspection date:

14 July 2021

**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 enter the setting with excitement. They are confident speakers and have high levels of self-esteem. For example, children enjoyed talking with the inspector about their favourite activities. The environment is well planned and children access a wide range of interesting opportunities. Every day children can access a range of sports sessions, art and craft activities, dance, team games or a homework club. Children have built strong relationships with adults and enjoy involving the staff in their play.

There are high expectations in place for all children, and children's behaviour is good. They giggle with excitement when they choose a prize as a positive behaviour reward. Children listen to others and show respect towards adults. Staff are positive role models and teach children about risk and personal safety. For example, they ask children why they think it is a good idea to fasten their shoelaces before playing football. Children of all ages play well together. They enjoy challenging one another and taking part in team games.

The setting has carefully considered its practices due to the COVID-19 (coronavirus) pandemic. Staff ensure that all children use hand gel on entry and they ask parents to collect children from the door rather than entering the setting. Children comment that 'there is always lots to do' and 'this is the best out-of-school club in the world'.

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

- The staff team has a strong vision for the setting. A key aim is to support children to be healthy, happy and active. Every day staff offer a one-hour session promoting a variety of sports. Children talk with enthusiasm about the sessions they have taken part in, such as running and dodgeball. Children work very well together and are building confidence and leadership skills as they take part in team games.
- The manager works very closely with teaching staff from the host school. She finds out what children have been learning in school and seeks to offer activities which complement children's learning. Children are immersed in their play and enjoy setting each other challenges. For example, they explore who can keep the hula hoop up the longest and who can score the most penalties during a football match. Children enjoy using dough to make detailed models of birthday cakes. Staff promote children's physical skills extremely well within the setting.
- Children are encouraged to make decisions and be independent. They make choices during snack time and always inform an adult when they are leaving the room to use the bathroom. Children demonstrate respect and an understanding

of the needs of others. Staff support children's emotional well-being extremely well. However, occasionally staff do not give the same welcome to all children as they enter the setting. This means that for some children, particularly younger children, initial entry to the setting can be daunting.

- Staff work in partnership with parents. They have created communication books, which means that information can easily be shared between parents, teachers and staff. Parents are very complimentary about the setting. They comment that 'the club has many varied activities' and 'the manager makes every child feel special'.
- The manager uses self-evaluation extremely well to identify areas that she would like to develop. She consults with parents and children, who contribute ideas for new resources and activities. The manager is committed to giving children opportunities they may not otherwise experience. For example, she has plans to start a sign language class, which will help children gain an understanding of the wider world and the needs of others.
- Senior leaders are focused on building an enthusiastic, professional team. They offer regular supervision meetings and often visit the setting to speak with staff and hear their ideas. Staff access continued professional training, which helps them to gain a deeper understanding of how to support children.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that the safeguarding policy and procedures are understood by the staff team. Staff have an effective knowledge of what to do and who to contact should they have concerns about a child's welfare. They give utmost consideration to children's safety. For example, they ensure that gates are locked in the outdoor area so that unwanted visitors cannot access the area. Senior leaders follow safer recruitment procedures to ensure that all staff are suitable to work with children. Children are taught to consider their personal safety. For instance, staff talk with children about keeping safe when using the internet.

Setting details

Unique reference number	2629236
Local authority	Lancashire
Inspection number	10201635
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	5 to 11
Total number of places	20
Number of children on roll	50
Name of registered person	Pro Sport Coaching Ltd
Registered person unique reference number	2620468
Telephone number	01200422560
Date of previous inspection	Not applicable

Information about this early years setting

Pro Sport Coaching registered in 2021. It is owned by a private provider who also operates a company which offers sports sessions within schools. The setting employs three members of staff. One member of staff holds an appropriate early years qualification at level 3 and the other two members of staff are unqualified. The setting opens each weekday from 7.30am to 8.45am and 3.20pm to 6pm, term time only.

Information about this inspection

Inspector

Elisia Lee

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 carried out a tour of the setting. She held regular discussions with the manager, staff and children throughout the inspection. The inspector spoke with the deputy headteacher of the host school.
- Parents were spoken to by the inspector. Their views were taken into account during the inspection.
- The inspector observed the interactions between staff and children throughout the inspection.
- Relevant documents were reviewed by the inspector and evidence of staff's suitability was checked.

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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