

Inspection of Get Active @ Alfred Sutton

Alfred Sutton Primary School, Wokingham Road, Reading, Berkshire RG6 1JR

Inspection date:

15 November 2021

The quality and standards of early years provision

This inspection

Not met (with actions)

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Children's safety is not assured, due to weaknesses in staff's safeguarding knowledge. Children like the staff, and many have particular favourites. However, younger children do not have a consistent member of staff acting as their key person. This means that they may not receive the extra support they need to settle as well as they could, or to feel part of the club. That said, younger children do have lots of fun with their friends.

Children behave typically for their age. They are often noisy and lively but they know to listen when adults speak. Children of all ages play together cooperatively. Children have access to a range of board and other games inside. Outside, they are offered opportunities to play supervised team sports. Children are keen to take part in these. However, some staff have not received the support and guidance they need, to lead these times effectively. As a result, children are not helped to play these sports and end up running about with little purpose.

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

- Although staff complete safeguarding training, the provider does not check staff's learning from this to ensure they have the knowledge they need to ensure children's safety. For example, some staff do not understand how to escalate concerns about children, or adults working with children, if they are unhappy with the action the provider plans to take. This means they do not have the knowledge they need to fully protect children from risk of harm.
- The manager allocates younger children a key person. However, the person allocated changes from day to day and is sometimes not a permanent member of staff. This means these staff are not able to fulfil the requirements of this role. For example, to offer settled relationships for the children and build partnerships with parents.
- Staff receive regular feedback on their performance. However, this is not effective in helping them to fulfil all aspects of their role well. For example, not enough staff have the skills and confidence to organise children into team games. This leads to times when children are not being supported well to engage in meaningful play. The provider recognises that this needs to be improved and has identified ways in which further support can be given.
- Some staff do have the skills to organise physical play activities well. At these times, children learn more about the benefits of an active lifestyle. For example, children enjoy a competitive game of indoor hockey. They learn about working together as a team and cheer each other on.
- Staff are very enthusiastic and jolly. They offer lots of smiles to children when they arrive at the club. Children enjoy sharing their news from their day at

school. They like it when staff play board games with them. At these times, children focus and concentrate well.

- Children follow suitable hygiene practices to promote their good health. For example, they know to wash their hands before eating. They enjoy making choices from the nutritious snacks on offer.
- Staff encourage children to be independent. Children show they are familiar with the routines of the club. They take care of their own possessions. For example, they know where to hang their coats and store their bags.
- Staff have suitable arrangements in place for sharing information with staff at the host school. This helps ensure smooth transitions for children as they move from school to the club. For example, staff find out about any accidents or incidents that may impact on children's health or well-being.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have gaps in their safeguarding knowledge. They are able to recognise the signs and symptoms that a child may be at risk of harm. They know who to report any concerns to initially. However, some staff do not know how to report concerns themselves to outside agencies, nor where they can find the information to enable them to do so. This puts children at risk of harm. The provider carries out suitable checks to ensure those employed to work with children are suitable to do so. Staff supervise children closely and ensure the premises are safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have thorough and accurate knowledge of all safeguarding issues and procedures	20/12/2021
ensure key-person arrangements are effective in helping children build secure relationships with consistent staff	20/12/2021
improve guidance and training for staff, to improve the quality of their interactions with children, so that children can consistently engage in well-planned and purposeful play.	20/12/2021

Setting details

Unique reference number	2507227
Local authority	Reading
Inspection number	10194435
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	25
Number of children on roll	50
Name of registered person	RSR Sports Limited
Registered person unique reference number	RP901728
Telephone number	07885572917
Date of previous inspection	Not applicable

Information about this early years setting

Get Active @Alfred Sutton registered in 2018 and operates from Alfred Sutton Primary School, Reading, Berkshire. It offers care before and after school, term time and all day care during some school holidays. The provider employs four members of staff, of whom three hold relevant qualifications at level 3.

Information about this inspection

Inspector

Sarah Holley

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 provider and the inspector completed a learning walk.
- The inspector and the provider carried out a joint observation.
- Parents and children shared their views with the inspector.
- The inspector spoke with the provider and staff at convenient times during the inspection.

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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