

# Inspection of PH Sports - Easton Royal Academy

Easton Royal School, Easton Royal, Pewsey SN9 5LZ

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Inspection date:

13 January 2022

**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 happily and confidently enter this small and welcoming club. They show they feel safe, secure and familiar with the routines as they put their coats and bags on the benches when they enter the hall. Staff show respect for the children's ideas, encouraging them to choose the game they would like to play when they go outside. Children unanimously decide they would like to play 'line tag' and confidently explain the rules of the game. Children say, 'we have to stay on the playground lines and it is actually quite hard!'

Children have opportunities to engage in physical activities, arts and crafts or use the 'chill out mat' for reading or building models after their busy day at school. They enjoy drawing and making pictures, such as making gingerbread men by cutting out shapes and sticking them together. Other children describe their picture as a 'colourful whale' and the children and staff sit together chatting in this calm environment. Staff know the children really well, what activities they prefer and their individual characters. This means children have access to activities they enjoy.

Parents report that due to the COVID-19 pandemic they do not enter the setting. They say staff are approachable and they receive electronic communication as well. They say their children tell them about the activities they do at the club and that they enjoy attending.

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

- Staff have plenty of opportunities for professional development and attend regular training. Managers observe their practice and offer them feedback on their strengths and areas for development. For example, one focus is to use different tones of voice with younger children to engage them more in activities.
- Children behave well. They understand and follow the rules of the group and those for specific activities. Children confidently remind others that, when using the obstacle course, they need to go 'one at a time' on each apparatus and 'not to jump on the crash mat if someone is on it'. Children show they have formed positive relationships with staff and other children. They share the resources and happily talk about their school day.
- Staff monitor children's engagement in the activities and check the resources to ensure they are sufficient or need replenishing. This means they are constantly checking and finding ways to improve children's enjoyment when at the club.
- Children learn about the importance of a healthy lifestyle. They go outside to play active games, such as 'tag ball' and use the obstacle course enthusiastically indoors. They follow good hygiene routines. Children are offered healthy snacks

and staff are very aware of children's preferences, offering alternatives when needed. However, snacks are quite restricted, so children do not have a wide variety of nutritious foods to try to broaden their palate.

- Recruitment procedures are robust to check staff are suitable to work with children. Staff often work alone at this small club and there are clear contingency plans in place in the event of an emergency, to help keep everyone safe.
- Staff show interest in the children and talk to them about their school day. When staff ask children what they learned at school today, one child confidently says, 'I learned something at school today, I learned eight plus one is nine'. Everyone praises the child, and this boosts their confidence.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate they understand safeguarding policies and procedures. They know what to do if they are worried about a child's welfare or if concerned about the conduct of a colleague. There are clear procedures in place for the use of mobile phones and staff have access to a company phone during the session for any emergencies. Staff check the premises daily for hazards and help children learn about how to keep themselves safe. Staff remind children of the rules, such as not to get up and walk around when eating as they may choke.

## Setting details

<b>Unique reference number</b>	2645270
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10213491
<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 at time of inspection</b>	4 to 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	PH Sports Coaching Ltd
<b>Registered person unique reference number</b>	2638440
<b>Telephone number</b>	01225701830
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

PH Sports - Easton Royal Academy registered in September 2021. It operates from Easton Royal Academy School, near Pewsey, Wiltshire. Three regular members of staff work with the children, although there is one member of staff on site at any time. All staff have sports coaching qualifications. It operates a breakfast club from 7.45am to 8.45am and an after-school club from 3.15pm to 5.30pm, Monday to Friday term-time only.

## Information about this inspection

### Inspector

Charlotte Jenkin

## 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 site leader made some documentation available to the inspector, including records of daily checks, registers and children's records. The inspector also viewed training certificates and recruitment procedures.
- Children spoke to the inspector during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector had discussions with the site leader at appropriate times during the inspection. She observed activities and staff's interactions with the children.

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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