

Inspection of Getactive@aureusprimary

Aureus Primary School, Clover Fields, Didcot OX11 6GS

Inspection date: 13 July 2022

**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 arrive happy at the after-school club and excitedly tell staff about their day at school. They enjoy chatting with their friends while exploring the games and activities on offer. The atmosphere is calm and children settle quickly.

Children's behaviour is excellent. For example, staff clap a rhythm and the children respond to this quickly, they stop what they are doing and listen to the staff's instructions. Children understand why behaviour rules are in place. Staff consistently teach children turn-taking skills and they play together harmoniously.

Children benefit from sensitive and caring interactions with staff. They talk with pride about things that are important to them. For instance, they excitedly explain about their own culture and how they cook favourite foods with their parents. Children are gaining a good understanding of what makes them unique.

Younger children are eager to play games and share their ideas with others. Staff support children's social skills amazingly well. For example, they play charades and children independently perform for the group. They laugh and giggle, excitedly guessing what each other are pretending to be. Children are extremely confident in social situations.

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

- Staff communicate well and they skilfully include children's individual needs when they discuss the plan for the day. For example, before children arrive, staff discuss those children who may need support in managing their feelings. When children become upset in the session, staff act quickly and redeploy themselves to help them. Children's emotional well-being is well supported.
- Staff benefit from discussions with leaders about their own professional development. They have regular supervision meetings, which help to identify their training needs and ensure they have what they need for their role. For example, staff explain that they request equipment they need for future activities. As a result, children are offered a wide variety of activities and teaching improves over time.
- Children and staff have trusting relationships. For example, children enjoy cuddles when they need them. Staff talk with them about how they are feeling and children are learning to understand their own emotions.
- Staff have consistently high expectations for children's behaviour. For example, children who talk over staff are quickly reminded that this is not respectful and they must wait their turn. Children are beginning to manage their own behaviour and they recognise the impact this has on others.

- Children with special education needs and/or disabilities (SEND) are well supported. Staff work closely with the host school and understand children's individual needs. For example, they support children to understand the routine by showing them what is happening now and what activity comes next. Children with SEND are able to engage in the activities well.
- Parents speak positively about the after-school club and appreciate staff, who give daily verbal feedback about what the children have been enjoying in the session. Parents explain that children like to play with their friends and are always excited to attend. They describe staff as very approachable and say that communication with the head office is great.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training to keep their safeguarding knowledge up to date. They understand their role and know how to report if they had concerns over children's welfare. Staff know about the risks that children may face, such as knife crime or neglect. They are aware of the signs that may indicate that there is cause for concern. The staff carry out daily risk assessments to minimise risk to children and keep them safe. Leaders carry out appropriate checks on all staff to ensure those working with children are suitable. There are robust accident and medication procedures and staff can articulate these well.

Setting details

Unique reference number	2569089
Local authority	Oxfordshire
Inspection number	10233522
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	4 to 11
Total number of places	35
Number of children on roll	42
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

Getactive@aureusprimary has been registered since 2019. It operates within Aureus Primary School, Didcot, Oxfordshire. The provision is open term time only. It provides care Monday to Friday 7.30am to 8.40am and 3pm to 6pm. The providers employ three staff.

Information about this inspection

Inspector

Mandy Cooper

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.
- Children told the inspector about their friends and what they like to do when they are at the after-school club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022