

Inspection of Ultimate Sports Ltd

John Donne Primary School, Woods Road, London, Surrey SE15 2SW

Inspection date:

31 October 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

The after-school club is a warm environment and staff are welcoming and friendly. They know children well and build strong bonds with them. This helps children to feel safe and secure. Staff work closely with parents and gather information about their children's interests and individual needs when they first start. They use this information to plan exciting activities for children.

Children are offered healthy snacks and water. They are encouraged to wash their hands before meals. Children independently help themselves to food and have good social interactions during mealtimes. They say please and thank you and take turns. Staff are good role models and engage in conversations with children to support their language and communication skills.

Children enjoy taking part in various social games. They concentrate for a long period of time by building puzzles and playing with cards. Children help each other and solve simple problems, such as by matching the small pieces of puzzles. They have fun when playing outdoors. Children develop their physical skills, gross motor skills and balance, such as when the playing with bicycles, tennis, hockey, scooters and football. Children say that they like the after-school club and that one of their favourite activities is football.

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

- The director of the after-school club is enthusiastic about sports and physical activities. Staff understand how this supports children's physical development, as well as their social interactions. The director has built a strong partnership with the local school. Children have access to different areas within the school, such as the library, information and communication technology suite and art and craft area.
- The manager carries out inductions with staff to support them in their roles. Staff have support from the management team, who monitors their performance and completes regular appraisals. They receive ongoing training, which helps them to build their confidence for the work that they do. Staff feel appreciated and supported by the management team.
- The staff are enthusiastic and energetic when leading activities. They make mathematical learning fun for children, introducing counting and numbers through their play. For example, when staff say a number, children are encouraged to hug each other according to the number. Children are happy and laugh when they give each other a hug.
- Children help each other. They take risks safely and are persistent to have a go and keep trying. For example, older children who are cycling on a big bicycle,

show younger children how to ride. They support younger children to go on the big bicycle, helping them to balance and have a go themselves. Older children praise younger children, and show pride in their achievements.

- Staff engage with children and quickly identify if they become disengaged. They listen to children, have a gentle approach and ensure that their feelings are cared for. Staff promote children's physical and emotional health, by carefully listening to them and acknowledging their feelings.
- Children have access to books and literacy when they visit the school library. Younger children have the opportunity to practise writing their names on their picture and identify the letters of their names. Older children have support with their coursework from the school.
- There are club rules to guide and remind children to respect each other and the environment, look after the resources, listen to each other and use quiet voices. However, staff do not consistently implement these expectations. As a result, sometimes, children do not listen, which creates a disruptive environment in some parts of the room.
- Parents are happy with the service the after-school club provides. They say that the after-school club has great activities and that their children have fun. Parents say that they have good communication from staff and know what activities their children enjoy taking part in.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training on safeguarding and can identify the signs and symptoms if a child is being abused. They know who they need to contact if they have concerns. The manager has a robust recruitment process in place. Staff complete daily risk assessments to ensure that the environment is safe for children. There is a process for safe mealtimes to ensure that children with special dietary requirements are safe during meals. There is always a member of staff who is paediatric first-aid trained present. Staff are well deployed to make sure that all children are supervised.

Setting details

Unique reference number	2570813
Local authority	Southwark
Inspection number	10250859
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 10
Total number of places	50
Number of children on roll	28
Name of registered person	Ultimate Sports Ltd
Registered person unique reference number	2570812
Telephone number	07533166061
Date of previous inspection	Not applicable

Information about this early years setting

Ultimate Sports Ltd registered in 2020. The after-school and holiday club is independently run and operates from John Donne Primary School in the London Borough of Southwark. It is open Monday to Friday from 3.15pm to 6pm during term time, and from 7.30am to 6pm during school holidays. The club employs five members of staff qualified at level 3, including the manager and two unqualified staff.

Information about this inspection

Inspector

Maria De Assis

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of setting.
- The inspector observed staff and children during activities indoors and outdoors.
- The inspector held a meeting with the director. She looked at relevant documentation and evidence of the suitability of staff working in the after-school club.
- The director and the inspector completed a joint observation.
- The children and staff spoke with the inspector at appropriate times during the inspection.
- The parents spoke with the inspector who 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.

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