

Inspection of Future Stars Coaching at Bridge Farm Primary School

Bridge Farm Primary School, East Dundry Road, Bristol BS14 0LL

Inspection date:

27 March 2024

**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 receive a warm welcome from the caring staff team. All staff know the children well, which helps children to settle in and feel safe to explore their surroundings. Children laugh excitedly as staff encourage them to play cooperatively together. Older children are kind and compassionate to the younger ones. For example, during a creative colouring activity, they praise them, commenting 'Your picture is beautiful.' All staff know the children well, and this helps children to settle in and feel safe to explore their surroundings.

Staff are excellent role models, promoting children's positive behaviour. They ensure children understand and follow behaviour expectations. Children are polite and respectful to each other. They listen to and follow instructions as part of the club's routine. For example, staff use verbal prompts, such as 'hands up', and children know to stop and listen to the next instructions. Staff are respectful and encourage good manners. The children behave well and are warm and friendly.

Staff provide a child-centred approach. They provide a range of activities, both indoors and outdoors, for children that take into account their individual needs, preferences and interests. As a result, children show high levels of engagement and concentration. Staff encourage children to share ideas and value their input. For example, when children choose to play a physical sports activity, staff provide a safe space for them and ensure there is a range of different activities to meet all children's interests.

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

- Children's health is promoted well. Children confidently select their own healthy snack from the nutritious options available. Staff discuss healthy eating with the children. They engage them in conversations, discussing the children's favourite fruits. Children behave politely at the table when eating.
- Children access all areas of the club, including outdoor facilities. Staff recognise the importance of promoting children's physical health. They encourage children to be physically active, organising the environment to meet the ages and needs of each child. Staff are enthusiastic and engaging, and join in with the children's games, praising them for their skills. They encourage children to be confident with their ideas and engage in positive interactions with each other.
- Staff find out about children's individual interests, needs, and preferences before they start the club. They ask parents to complete an online document about their child. Staff use this information effectively to plan fun and enjoyable activities. Staff recognise children may be tired, particularly the youngest ones. They ensure all children are included, sitting with them, and checking they are

happy. These strong relationships help children to develop self-esteem and confidence.

- Relationships with parents are strong. Daily handovers enable staff and parents to exchange information about their children's needs. Parents speak positively about how their children enjoy attending the club and how their children never want to leave. They feel their children are well looked after and staff are friendly and approachable.
- The special educational needs coordinator is knowledgeable. They have a strong partnership with parents and the school. They liaise well at the end of the school day, sharing information. This helps to ensure that staff know how to meet the children's individual needs and promotes continuity of care.
- Staff have a clear understanding of their roles and responsibilities. They report they feel well assisted by leaders and managers. Staff receive ongoing support from managers, including regular one-to-one meetings and training opportunities. Experienced managers encourage staff to reflect on recent training attended and put it into practice. For example, staff attended a gymnastics course. This has impacted on how they teach children to use the equipment safely during sports activities.
- Leaders and managers are highly reflective and passionate about driving continuous improvement across the club. For example, they recently adapted the space, splitting the hall into two sections. This means sports, such as football, as well as focused child-led activities can take place at the same time, providing children with a broader range of specific activities based on their individual interests. Consequently, children thoroughly enjoy their time at the club.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2646985
Local authority	Bristol City of
Inspection number	10333054
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	70
Number of children on roll	66
Name of registered person	Future Stars Coaching Ltd
Registered person unique reference number	RP562123
Telephone number	0117 9030420
Date of previous inspection	Not applicable

Information about this early years setting

Future Stars Coaching at Bridge Farm Primary School registered in November 2021 and operates from Bridge Farm Primary School. It opens during term time from Monday to Friday. The breakfast club opens from 7.30am to 9 am, and the after-school club operates from 3.15pm to 5.30pm. The club employs four members of staff who work with children. Of these, one holds early years professional status.

Information about this inspection

Inspector

Vicky Burns

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 club manager showed the inspector around the areas used by the children. The inspector spoke with the club manager about how they run the club and to check they meet all legal requirements.
- The inspector spoke with the club leader, who explained how he organises staff and space, and how the range of activities meets the children's different interests and abilities.
- The inspector looked at relevant documentation, such as the setting's safeguarding procedures and evidence of the suitability of staff working at the club.
- The inspector observed children's interaction with staff and their engagement in a range of play activities.
- The inspector held discussions with parents and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to the children about what they like to do when they are at the club.
- Staff spoke to the inspector 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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