

# Inspection of Future Stars Coaching at High Down Primary School

High Down Infant School, Down Road, Portishead, Bristol BS20 6DY

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Inspection date: 23 May 2024

**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 are excited when they arrive and greet the staff warmly. They know the routines well and settle in quickly. They have strong relationships with the familiar staff, which help them feel emotionally secure.

Younger children join in circle time and enjoy answering questions from quiz cards. Staff listen sensitively and allow children time to extend their thinking, for example, when children 'logically' explain that a square could have more than four sides.

The club provides safe, spacious, inside and outside spaces. Children can choose from a variety of physical activities outside. Some of these are structured such as basketball or highly challenging, such as the climbing walls. Children also have the freedom to run about or happily fly their paper aeroplane. There are quieter spaces, such as a covered area where children can sit and talk and more enclosed areas where children can use their imagination or put on a dancing show. Leaders plan a broad range of activities and experiences. They aim to meet the needs of all children, promote a healthy attitude towards learning new knowledge and skills and increase children's confidence in what they can do.

Staff are excellent role models and consistently speak to children respectfully and kindly. They have high expectations of behaviour, and the children respond positively. Children speak to each other and staff politely. They share the resources fairly and cooperate in joint efforts, such as passing a football to each other.

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

- Staff know all the children very well and are, therefore, able to provide activities that children are interested in and enjoy. For example, some children make beautiful patterns using water soluble coloured pencils. They appreciate each other's work and notice how they use the pencils in different ways. Staff praise and encourage younger children as they persevere to colour in a duck. Children show how proud they are of their achievements with beaming smiles. This boosts children's self-esteem.
- Children enjoy the freedom of being able to select their preferred activities and whether they want to be outside or in. For example, small groups of children happily play inside around a tray of construction materials, sharing ideas and finding pieces for each other. Children choose from craft activities provided or bring their own ideas. Staff are very flexible, for example they can spontaneously demonstrate how to make an origami pterodactyl on request. Staff display craft work so that all children can see how much their work is valued.

- Children work together well. For example, children play a game of skittles, they take turns rolling the ball and count the number they have knocked down. Staff encourage them to record the totals on a chalk board. They do this and delight in each other's achievements as the scores increase on their tally chart.
- Staff provide healthy and balanced snacks at the beginning of the session. Children know they must wash or gel their hands before they eat. Staff are mindful that children may be tired or hungry at the end of the school day so snack time is not rushed, and children can select more if they need to. Staff encourage children to drink water. This helps keep children sufficiently hydrated, especially when they are being very active.
- The premises are secure and there are robust procedures in place to keep children safe, such as strict collection procedures and consistent sharing of information between home, the school and the after-school club.
- Leaders and managers support staff through regular supervision and encourage professional development by training and team discussions. Recent training has enabled staff to gain a deeper understanding of the importance of attachment and its role in developing healthy relationships. Staff have also undergone training which will help them understand the rules of some sports so that they feel more confident to join in and support the children to learn new skills. Staff reflect regularly on their practice and always strive to improve the provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	2671012
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10335682
<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 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	233
<b>Name of registered person</b>	Future Stars Coaching Ltd
<b>Registered person unique reference number</b>	RP562123
<b>Telephone number</b>	01275 843969
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Future Stars Coaching at High Down Primary School registered in December 2021. They are one of several out-of-school provisions run by Future Stars Coaching and operate from within the High Down Primary School premises. The breakfast club is open from 7.30am until the start of the school day and the after-school club from 3.15pm until 6pm. The provision is open five days a week during term time only. There are five members of staff who work with the children.

## Information about this inspection

### Inspector

Margaret Dobbs

## 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 the evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The nominated individual spoke to the inspector about the leadership and management of the provision.
- The inspector observed the quality of the interaction of the staff with children.
- The club leader spoke to the inspector about how they organise the environment to support all children.
- The inspector looked at a sample of documentation including the suitability of staff.

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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