

Inspection of GetActive@WinnershPrimary

Winnersh Primary School, Greenwood Grove, Winnersh, Wokingham RG41 5LH

Inspection date: 8 July 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 arrive happy and eager to attend the after-school club. They are greeted by friendly and kind staff who know them extremely well. Children chatter happily to their friends and staff with whom they have built good relationships. They comment that they 'love' attending the club and staff are always keen to listen to their ideas. This helps them to feel valued and develops a sense of belonging. Children enjoy a wide array of activities that staff have carefully planned for them. Activities are age-appropriate and based on their interests. For example, children spend long periods of time using construction bricks to create intricate models. Activities such as these help to develop their good coordination and control over their fine motor movements.

Staff use daily routines, such as handwashing and mealtimes, to teach children the importance of maintaining good hygiene and to promote healthy lifestyles. Children are provided with a range of healthy food, such as fresh fruit and rice cakes. Snack time is an excellent opportunity for children to develop their independence. They enjoy buttering their own crackers and helping to wash their plate afterwards.

Children show that they know and understand the routine and rules of the club. On arrival, when asked, they can explain different rules that are in place to keep them safe. For example, children can explain why they must wear a helmet when using a scooter outside. Older children are praised as they care for younger members of the club, building a culture of respect and tolerance for others.

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

- Management and staff are highly committed to making continual improvements. They have evaluated the setting and have ongoing plans to keep continually improving the club. For instance, the provider understands there is scope to improve transition times to ensure children remain highly engaged and are not waiting for long periods of time.
- The manager and her staff have developed secure partnerships with the host school as well as parents. They regularly share information about children's daily activities and interests to ensure continuity of care.
- The friendly staff team work well together. They have regular supervisions and opportunities for training to enhance their knowledge and skills. For instance, recent training has improved the staff's understanding of how to provide an inclusive culture within the setting.
- Children are extremely motivated in their play. They independently select what they would like to do and demonstrate good concentration and perseverance in their chosen tasks. For example, younger children enjoy folding paper to create

origami models. They continue to try hard in this initially challenging task and staff praise them when they achieve what they set out to do. This helps to promote children's self-esteem.

- Staff place a strong focus on supporting children's listening and attention skills. They introduce ambitious vocabulary and discuss different concepts, such as 'fast' and 'slow' as children race toy cars. Children access books independently and staff sit with them to share stories and talk about the characters involved. The managers recognise the importance of developing children's love of books. For example, they offer a lending library for children to take books home to share with their families.
- Staff support children to keep active by providing a range of sports and activities. They plan activities to test children's physical endurance and encourage a love of exercise. Children relish playing football and are excited to take part in scooter races outdoors. Children talk about the importance of keeping their bodies healthy.
- Staff report that they really enjoy working at the club. They praise the management team for providing excellent support. Leaders place great importance on supporting staff mental health and well-being. For instance, they have a mental health officer to provide a listening ear for staff. This helps to raise staff morale.
- Younger children are assigned a key person who is responsible for helping them settle in and feel secure. Key persons build secure links with the reception class teacher and parents, to ensure the exchange of important messages and information.
- Staff encourage children to be independent in managing their self-care needs. For example, children wash their hands upon arrival to the club and hang up their belongings without being prompted.
- Staff give children with special educational needs and/or disabilities (SEND) the extra attention and support they may need to join in and enjoy the club. For example, they stay close by for children with SEND and offer ideas and guidance to help them engage in activities.

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	2674629
Local authority	Wokingham
Inspection number	10347145
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	30
Number of children on roll	111
Name of registered person	RSR Sports Limited
Registered person unique reference number	RP901728
Telephone number	01344860868
Date of previous inspection	Not applicable

Information about this early years setting

Get Active @WinnershPrimary registered in 2022 and operates from Winnersh Primary School in Wokingham, Berkshire. The club operates Monday to Friday term time only. It runs a breakfast club between 7.30am and 9am, and an after-school club between 3.15pm and 6pm. The club employs three members of staff. Of these, one holds a relevant level 2 qualification.

Information about this inspection

Inspector

Sarah Richards

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 inspector took a tour of the club with the operations manager. They talked about how the club is organised and discussed the play opportunities they provide for children.
- The inspector observed staff's interactions with the children during indoor and outdoor activities.
- The provider, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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