Inspection of Getactive@gemsdidcotprimaryacademy

Gems Primary Academy, Chestnut Drive, Harwell, Didcot, Oxfordshire OX11 6DP

Inspection date: 28 May 2025

The quality and standards of early years provision	This inspection	Met
	Previous inspection	Good

What is it like to attend this early years setting?

This provision meets requirements

The provider and staff work hard to create an exciting atmosphere in the club. They offer children a wide range of different and interesting activities. Children are confident and eager to join in with their friends. Staff have high expectations for children's behaviour. Children respond positively to this and behave very well. For example, they spontaneously say 'thank you' when helped by staff or other children. Staff are skilled at identifying children who may need additional help or support. They quickly put strategies in place to develop children's confidence and support their emotional well-being. Strong bonds form between staff and children. Staff create an inclusive environment to create an inclusive atmosphere. For instance, boys and girls are respectful of each other. They join in different activities together and happily chat during the day. Children develop social skills that will support them in their future lives.

Children's behaviour is excellent. Staff have high expectations of all children as they encourage sharing and good manners. Children listen intently to instructions, respond accordingly and are eager to help. For example, they independently offer to help to carry sports equipment to the playground and help to set up activities. Consequently, children have a secure understanding of what is expected of them and the importance of keeping their play space safe and tidy.

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

- Staff provide children with a vast range of games and activities that children independently engage in. Their frequent conversation and delightful laughter is heard throughout the day. Staff encourage younger children to join in and praise them excitedly as they succeed in completing a 'round'. In addition, children positively initiate conversation with a visitor and eagerly talk about their favourite activities at the club. Therefore, children exhibit high levels of confidence and self-esteem.
- Staff consider the needs of younger children when organising their day, well. They spend time with younger children so that they do not become overwhelmed by older children. For example, they provide activities that can be adapted to their particular needs. This approach is especially effective when children take part in energetic team games.
- Children are familiar with routines. They follow their peers to line up, ready to go out into the playground and to wash their hands. However, some children wait for longer than necessary, as staff are not always prepared for these transitions effectively. This means that some children struggle to stay focused and can become a little disruptive.
- Staff create a sense of awe and wonder about activities, which makes children

want to take part. For example, staff tell children they will be experimenting with ingredients to make volcanoes erupt using soda and vinegar. Children scream with excitement as the volcanoes erupt and bubble over, sharing their excitement with each other.

- Staff ensure parents provide children with healthy lunches and snacks, which children enjoy. Staff remind children to wash their hands before eating and explain the reasons for doing so to promote good hygiene practices. Staff remind children to drink water and to take their water bottles outside with them so they can keep hydrated.
- Children's voices are heard and respected. For example, they are regularly asked by staff about the activities they have enjoyed at the club. The staff use the children's responses to shape the activities provided. This helps children feel they are listened to and respected.
- Staff establish positive working relationships with parents and the host school. Daily discussions take place when children arrive in the morning, and feedback is provided when they are collected later on. Children come together regularly, and parents are warmly welcomed in to discuss their children's day and to celebrate their artwork and creations.
- Staff are knowledgeable and keen to continually develop their skills. They attend relevant training organised by the provider, such as safeguarding, food hygiene and paediatric first-aid courses. Leaders and managers support staff with their practice and well-being through effective monitoring and training processes. Leaders organise regular meetings to review the provision, share ideas and plan new activities to continuously improve staff's practice and ensure children continue to enjoy attending 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	EY550303
Local authority	Oxfordshire
Inspection number	10392344
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	100
Number of children on roll	200
Name of registered person	RSR Sports Limited
Registered person unique reference number	RP901728
Telephone number	07885572917
Date of previous inspection	16 August 2019

Information about this early years setting

Getactive@gemsdidcotprimaryacademy operates from Gems Academy Primary School in Great Western Park, Didcot. It opens from 8am to 6pm on Monday to Friday, during the school holidays and from 3pm to 6pm during term time. There are five members of staff working with the children. Of these, one holds a qualification at level 5.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The inspector had a tour of the premises and found out about the types of activities staff offer children.
- The inspector carried out a joint evaluation of the provision with the area manager.
- The inspector observed how staff interacted with children and evaluated the impact of this on children's engagement.
- Parents and children shared their views, and the inspector took these into account.

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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