

Inspection of ActiveMe 360 CIC @ Grange Infant School

8 Franklin Road, Gosport PO13 9TS

Inspection date:

1 August 2025

**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

Cheerful staff greet children and welcome them into the holiday club. Children settle with ease and quickly become involved in the activities staff set up for them. For example, they enjoy colouring and construction games. Staff talk to them about their summer holiday activities and discuss the routine for the day ahead. Children include those who are new to the holiday club and gladly welcome them into their games.

Staff have high expectations for children's behaviour. They consistently provide children with clear boundaries and discuss these at the beginning of each day. Children speak proudly about the certificates they receive that celebrate their positive behaviour. Children are attentive and follow instructions effortlessly throughout the day.

All children benefit from a range of activities, including those with special educational needs and/or disabilities (SEND). For example, when staff develop sports games on the field they adapt them to meet the varied needs of the children, who giggle with joy as they run between coloured cones. Children build positive relationships with those around them, such as when older children offer younger friends strategies on how to win the game.

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

- Leaders are passionate and inspiring. They have a clear vision of the high-quality experiences they plan to deliver to children. This is understood well by staff, who take a lead in developing activities. They build on children's interests and plan activities that are varied and engaging. For example, they talk to children about what they would like to do and children choose sports, such as football and climbing. Children have opportunities to make independent choices.
- Children joyfully explore nature and the environment. Staff promote children's curiosity through organised activities. For example, they encourage children to find something beginning with each letter of the alphabet in the forest. Older children practise their writing skills and younger children talk about different letters and the sounds they make. Together, they work in teams to see how many objects they can find. Children are engaged and motivated in their play.
- Mealtimes are a sociable occasion. Staff promote friendly conversations to support children's developing communication skills. Staff also build on children's understanding of good health. For example, they discuss the importance of fruit and vegetables in their diet. Furthermore, staff talk to children about the importance of hydration during exercise. Children receive consistent messages that increase their understanding of a healthy lifestyle.

- Children develop a good knowledge of how to keep themselves safe. Staff consistently encourage children to manage risks for themselves. For example, children confidently challenge themselves on outdoor climbing equipment. Furthermore, children demonstrate an excellent understanding of how to keep themselves safe in an emergency. For instance, children explain what they must do in a fire or lockdown emergency when asked by staff. Children understand the importance of different rules and know what is expected of them.
- Staff provide support for children with SEND. They work closely with parents before children attend the holiday club to find out information about each child. Leaders have developed a culture of community and teamwork. Staff work together to plan and adapt all activities to positively include all children.
- Leaders promote a continued focus on training and development for all staff. For example, leaders provide a rigorous training programme that increases staff understanding of the values and ethos of the holiday club. Training is also tailored to support staff to increase their knowledge. For example, they complete training that develops their understanding of how to plan activities and how to manage behaviour effectively. Staff feel supported and have a clear understanding of the requirements of their role.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2735802
Local authority	Hampshire
Inspection number	10399884
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 13
Total number of places	35
Number of children on roll	63
Name of registered person	Active Me 360 C.I.C.
Registered person unique reference number	2565377
Telephone number	02382 511 844
Date of previous inspection	Not applicable

Information about this early years setting

Active Me 360 CIC @ Grange Infant School is located in Gosport, Hampshire. It registered in 2023 and operates from Grange Infant School during most school holidays, between 9am and 4pm. The provider employs three members of staff, all of whom hold qualifications between level 4 and level 6. One member of staff holds qualified teacher status.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector observed the interactions between staff and the children.

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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