

Inspection of ActiveMe 360 @ Oakley Infant School

Oakley County Infant School, Oakley Lane, Oakley, Basingstoke RG23 7JZ

Inspection date:

19 September 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

Staff are kind and have developed secure relationships with all children. They spend time getting to know them well and plan a range of craft related or physical play activities that children enjoy. The transition between children's classrooms and the breakfast and after-school provision is smooth. Children arrive extremely confidently and are greeted warmly by familiar staff. They settle quickly, and staff skilfully interact with them as they make choices about what they would like to do. For example, as children create construction models, staff offer suggestions to encourage critical thinking and problem-solving skills. Children show high levels of curiosity. They share their ideas, make predictions and think about shape and size as they build. Staff praise children for their achievements, which promotes their confidence and self-esteem.

Staff are good role models. They discuss the club rules and boundaries with children each day, and children follow these and staff instructions very well. Children are polite and well mannered. They demonstrate patience, and a strong ability to take turns as they play board games, for example. All children play happily alongside friends of different ages and thoroughly enjoy their time at the club.

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

- Children are motivated and show high levels of perseverance. For example, they design and build kites, and show impressive concentration and coordination skills when cutting materials and threading string through straws. Staff extend their thinking by discussing how the wind will carry the kite and encourage children to predict what might happen when they fly them. Children beam with pride as they complete their creations and eagerly take them home to share with their parents. This reinforces their confidence and sense of accomplishment.
- Staff recognise how to support children with special educational needs and/or disabilities. They work closely with parents and teachers at the on-site school to ensure they are always on hand to provide support, such as making necessary adaptations, if needed. Staff are highly hands-on in the support they provide, and promote inclusion exceptionally well. This promotes children's emotional well-being highly effectively.
- Staff ensure that children experience a healthy lifestyle while at the club. They provide well-balanced foods, such as wraps, a variety of healthy fillings and fruits and vegetables. They make sure drinks are readily available to help children stay hydrated. Staff ensure they have all the information they need about children's dietary needs, allergies and intolerances, before children start at the setting. They have paediatric first-aid training, are trained to administer

medication and supervise children vigilantly when eating.

- Children enjoy being physically active in the vast outdoor space. They practise their skills and enjoy games, such as nature bingo. Staff encourage negotiation skills and seek the ideas of children as they engage in their play. Children chalk out their bingo cards, practise writing numbers and delight in hunting for natural objects. This supports their mathematical and literacy skills, which complements their learning at school.
- Staff recognise and celebrate the diversity of children and families at the club. They foster an environment where children can confidently discuss their ideas, cultures and traditions. For example, as children engage in their play they discuss wider family members, and events and outings at home. This supports a sense of belonging.
- Partnerships with parents are strong. Staff make sure parents receive daily updates about their children's experiences at the club. They ensure there is a good two-way flow of communication, so they can consistently meet the needs of all children. Parents appreciate the high-quality care staff provide. They say their children are keen to attend and often do not want to go home.
- The leadership team monitor and evaluate the provision regularly to drive continuous improvement. They ensure staff receive targeted role-specific training, such as sports coaching, to help benefit children. In addition, they encourage staff to pursue higher level qualifications to support them in their roles. Staff speak enthusiastically about the support they receive from leaders. This creates a positive and happy environment for children.

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	2747066
Local authority	Hampshire
Inspection number	10389624
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	35
Number of children on roll	73
Name of registered person	Active Me 360 C.I.C.
Registered person unique reference number	2565377
Telephone number	07886 400576
Date of previous inspection	Not applicable

Information about this early years setting

ActiveMe 360 @ Oakley Infant School registered in 2023. It operates within Oakley Infant School, in Basingstoke, Hampshire. It provides care, Monday to Friday 7.30am to 8.45am, and 3.15pm to 6pm, term time only. There are three staff employed to care for the children. One of whom holds a level 2 early years qualification and one of whom holds a sports coaching qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- Leaders showed the inspector around the premises and discussed how they ensure that they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to staff during the inspection.
- The inspector observed the interactions between staff and 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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