

# Inspection of GetActive@WoodleyCofE

Woodley C of E Primary School, Hurricane Way, Woodley, READING RG5 4UX

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Inspection date: 15 May 2025

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not Met (with actions)

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff warmly welcome children with smiles and friendly greetings as they arrive at the after-school club. Children play harmoniously in this happy, nurturing environment. Staff and managers are positive role models, treating children and each other with kindness and respect. Children form strong friendships and positive relationships with the team. For example, younger children excitedly enter the club and share, 'I need a big sleep because I've got a big day tomorrow. I have to walk a mile and go to a disco'. This demonstrates how safe and secure they feel.

Staff foster a positive environment that encourages good behaviour and kindness. They consistently set clear boundaries, such as reminding children to walk indoors and sit while eating. Children understand and respect the club rules. Staff use effective strategies, like clapping a rhythm, to gain children's attention. This helps children to listen and follow instructions.

The provider offers engaging sport, craft, and team-focused activities. These help children build confidence and form friendships. For example, children giggle as they play 'football cricket' together, taking turns and showing patience. Older children support younger ones by helping with the ball and explaining the rules. Such interactions help children understand how their behaviour affects others.

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

- Staff offer an exciting range of sports-focused activities that fully engage the children. The children are eager to attend the club and look forward to discovering the day's planned activities. They often talk about their favourite games, such as football and cricket, which are especially popular among many children.
- Managers and staff are skilled at supporting children's interests. For example, they engage older children in running games and offer younger children more manageable ball games instead. Younger children smile and laugh, even when they miss the ball, showing high levels of engagement. This helps them feel safe and enjoy the activities on offer.
- Staff make good use of their interactions to enhance children's enjoyment. They initiate conversations that encourage children to share their ideas. For example, children enjoy drawing chalk pictures of flowers and bees. Staff skilfully discuss different types of bees and germination with them. This helps children connect their ideas to broader concepts.
- Staff support children in having positive attitudes towards play. For example, they quietly encourage children to play a card game as they enter to help them settle. Children show very high levels of respect for others. Their behaviours and

attitudes are good. Children show care for those younger than them as they take turns easily and help each other in a game of Hangman. Older children say sorry to one another for earlier, and they happily resolve any issues together. The calm atmosphere supports children to develop strong social skills.

- Staff work hard to get to know each child and their families well. This helps them to meet individual needs and ensure that children feel valued. Relationships between staff and children are very positive. For example, younger children share kind and caring cuddles with staff when upset. Children are confident and have a strong sense of belonging.
- Leaders and managers have well-thought-out processes to help them self-reflect on practice. For example, managers hold monthly meetings with supervisors to identify and address areas for improvement, which helps enhance the club over time. Additionally, they have regular day-to-day conversations with staff to further support children. Managers also prioritise continuous professional development, offering in-person training twice a year on topics, such as supporting children with special educational needs and/or disabilities.
- Parents and carers praise the positive relationships they have with staff. They feel well informed and describe the club as 'invaluable'. Parents speak fondly of the team and the stimulating environment that helps their children to thrive. Managers communicate with parents to share important information about their children and the activities they take part in. This helps to support the continuity of care 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

<b>Unique reference number</b>	2680111
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10361441
<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>	28
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	RSR Sports Limited
<b>Registered person unique reference number</b>	RP901728
<b>Telephone number</b>	01344860868
<b>Date of previous inspection</b>	19 June 2024

## Information about this early years setting

GetActive@WoodleyCofE registered in 2022 and is situated at Woodley C of E Primary School, Woodley, Reading. It provides before- and after-school care from 7.45am to 9am and 3.15pm to 6pm, they also offer a holiday club between the hours of 8am and 6pm. Three staff work with the children and of these, one staff member holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Mandy Cooper

## Inspection activities

- The manager and the inspector discussed how the provider organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children told the inspector about their friends and what they like to do when they are at the after-school club.
- The inspector spoke with the area manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and the children.
- The manager and the inspector carried out a joint observation during outside play.
- Parents and grandparents shared their views of the setting with the inspector.

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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