

Inspection of ActiveEdge Sports Group operating at Alfred Salter Primary School

Alfred Salter Primary School, Quebec Way, London SE16 7LP

Inspection date:

18 February 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 at this school holiday sports club are extremely kind and welcoming towards children. They speak in a respectful manner and teach children about being kind to others. This helps children build positive relationships and understand other people's feelings. Leaders offer a fun, safe and inclusive setting, which adapts and caters to all children's needs and skills. Staff join in with the children's activities and share their love for sports through well-thought-out exercises.

Staff respond well to children's needs and requests and children are confident to ask for help. Children show caring behaviours and respect for their peers. They apologise if they have hurt someone during part of a game and check if they are all right. Children share the things that they like to do and talk about their life at home. Younger children enjoy the activities in the playroom. They read stories, pretend to cook and build towers with bricks. Children interact well with their peers and adults during the activities. They offer their own ideas and suggestions. For example, children say which colour should be used for each part of the drawing they are colouring. This helps children feel confident to share their opinions.

Staff manage children's behaviour well. They set expectations clearly and address challenging behaviour calmly but firmly. For example, when children are not listening to staff they remind them of the rules. This helps children understand boundaries, follow instructions and behave well.

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

- Routines, environments and activities are extremely well planned and organised. Staff offer experiences that widen children's experience of the world. Children learn about and practise archery alongside more common sports, such as basketball and football. Staff give clear instructions and recall previous experiences to help children remember what they have done before. As a result, children know what to do and this helps them feel secure.
- Staff are good role models. They encourage and help children tidy up after each exercise and explain why that is important. Staff say please and thank you when they speak with children and urge them to do the same. This helps children understand what is expected of them.
- Staff teach children about risks and being safe. They talk about why it is not safe to throw the balls around as they might hit someone's head, which could be dangerous. This helps children understand how to keep themselves safe and the implications of their actions.
- Staff celebrate children's achievements and successes. For example, they tell them that they are doing good dribbling and cheer enthusiastically when they

score. Even when children struggle with an exercise, staff still praise them for their attempts. This helps children feel proud of themselves and positively affects their self-esteem.

- There are effective procedures in place to cater for children's health and allergy needs. They have continuous access to their own water bottles and are encouraged to drink throughout the day. This helps them understand what their body needs and keep healthy. Children have plenty of opportunities to be independent. For example, they go to the toilet by themselves and select their own snacks at mealtimes. Staff encourage children to find solutions to their own problems. This helps children build critical thinking and resilience.
- Staff listen to children's views and try to accommodate their requests, whenever possible. They negotiate and come to an agreed plan together. For example, sometimes children choose what team they would like to play in or what game to play next. They feel listened to and take ownership of the club.
- Leaders are always at hand to support staff, observe practice and act as good role models. They effectively train and deploy staff to help children who need extra support. Safe recruitment procedures are in place to ensure staff's initial and ongoing suitability to work with children. Supervision meetings are effective and support staff's understanding of their roles and responsibilities. This has a positive impact on staff's professional development.
- Leaders implement effective ways to communicate with parents about their child's day at the club. They collect relevant information about children before they join, such as dietary requirements or existing disabilities. This helps staff adapt exercises to meet children's needs.

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	2753295
Local authority	Southwark
Inspection number	10362921
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	3 to 11
Total number of places	101
Number of children on roll	101
Name of registered person	ACTIVEEDGE SPORTS GROUP LTD
Registered person unique reference number	2753294
Telephone number	07949709277
Date of previous inspection	Not applicable

Information about this early years setting

Teachsport Southwark operating at Alfred Salter Primary School registered in 2023. They operate within the London Borough of Southwark. Care is provided during school holidays from 8.30am to 5.30pm. The setting employs 15 staff, all of whom hold appropriate sports coaching qualifications.

Information about this inspection

Inspector

Sonia Ferreira

Inspection activities

- The nominated individual and the inspector went around the premises and discussed the safety and suitability of the setting.
- Children spoke with the inspector during the inspection about what they enjoy doing while at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The nominated individual showed the inspector documentation to demonstrate the suitability of staff.

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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