

Inspection of Active Extended Day

Sudbury Primary School, 77 Watford Road, Wembley HA0 3EY

Inspection date:

25 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

Coaches collect children at the end of the day from their classes, and they eagerly make their way to the hall where they quickly settle at an activity with peers. Staff know children well. They set out a range of activities based on children's interests as well as their ages and stages of development.

Children show sustained interest and focus on their chosen activity. For instance, they use small bricks to make structures. Children's hard work is celebrated as they share the structures they have made at the end of the session. Children acknowledge their friends' successes, commenting, 'That is cool'. This helps to build their self-esteem and the confidence of others.

Staff support children in becoming independent and making choices. Children vote on which games they would like to play as a group, or if they would prefer to go to the garden or have some quiet time inside. Children's voices are well represented within the setting.

Children understand the rules and boundaries of the setting and respond well to these. Children display kindness to one another and work together, both at play and when it's time to tidy up. Staff promote positive behaviour. For instance, they can earn gems for going above and beyond in helping others. Children with the most gems can choose a new resource for the club.

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

- Staff are enthusiastic in their engagement with children. They sit at tables with children playing card games and building towers. Children laugh as staff nervously reach to remove a block and wait in anticipation to see if the tower will fall. They celebrate together as they survive another round and then groan collectively before laughing when the tower eventually topples over.
- Children join forces to become active problem solvers, deciding they want to use blocks as dominoes. They stand the blocks up in an arch, and then eagerly watch as most of them fall down. Children discuss how they can make it work better, changing the arch shape and moving the blocks closely together. On the third attempt, all the blocks fall with a single push. Children jump up and down, shouting 'we did it' and high-fiving each other.
- Staff provide a safe and inclusive environment for children. Children are respectful and tolerant of each other. They listen when others speak and share their knowledge and skills with others. For instance, during a group game where children must run to different-coloured cones, the colours are labelled in Portuguese. This helps to celebrate and incorporate children's home languages.

Children repeat the names of the colours, learning them confidently as they play.

- Staff help children to develop healthy lifestyles. Good hygiene is encouraged through the promotion of regular hand washing, especially before eating and after using the bathroom. Children have a healthy light snack in the afternoon, choosing which fillings they would like in their wraps, alongside the fruits they would like to accompany their yoghurts. Physical activity is high at the club, due to its sports ethos. Staff talk to the children about the benefits healthy food and physical activity have on their bodies.
- Partnership with parents is good. Parents comment that the coaches who lead the sessions are approachable and friendly. Parents feel well-informed about events within the setting and the different activities their children can participate in.
- Children are happy and secure within the setting. They are confident in sharing their views and opinions with staff, discussing animatedly which version of a card game they should play, so everyone understands the rules. Children comment that they enjoy coming to the club, they love everything about it, but especially getting to play football outside.
- Staff are reflective. They regularly evaluate and seek feedback from children and parents to continue providing a service that meets the needs of all who use it. For example, there has recently been a demand for a breakfast club provision. As a result, the setting will begin to provide this additional service to support parents.

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	2731898
Local authority	Brent
Inspection number	10399210
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	15
Number of children on roll	20
Name of registered person	Sport and Health Academy Limited
Registered person unique reference number	2605281
Telephone number	0208 454 7874
Date of previous inspection	Not applicable

Information about this early years setting

Active Extended Care registered in 2023. The setting is based within Sudbury Primary School in the London borough of Wembley. The setting is open from 1.30pm to 5:45pm on Mondays and 3:15pm to 5:45pm Tuesday to Friday during term time only. The setting employs three members of staff qualified from level 2 to level 6.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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