

Inspection of Future Stars Coaching LTD at The Campus

The Campus, Highlands Lane, Weston-super-Mare BS24 7DX

Inspection date:

3 January 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

Children arrive happy and are pleased to see the staff, who engage them in discussions. Staff support those new to the setting to gain confidence and settle quickly. Staff plan a variety of sports experiences and ensure children have alternative activities to choose from. They give children plenty of opportunities to contribute to the planning and vote on choices. Staff observe the children effectively and enable them to lead their own ideas. For example, children use the drawing paper to make aeroplanes and staff take them to another room where they can fly them and develop their ideas further.

Overall, children play well together, have good friendships and social skills. They hold doors open for adults and each other, and politely ask if they can take a chair. Children respond positively to staff's strategies for gaining their attention. For example, staff clap their hands in a rhythm and children go quiet and clap another sequence, understanding it is time to listen.

The staff's enthusiasm encourages children, including those with special educational needs and/or disabilities, to participate and want to have a go at new experiences and skills. Staff provide good playmates and children enjoy their company. Staff acknowledge children's achievements according to their individual abilities, so children feel proud and are happy when staff challenge them further. Children listen to staff, follow instructions and play well together, supporting skills for learning successfully.

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

- The strong partnerships with parents and schools enables staff to get to know children well. There are effective systems in place to share important information with parents, so staff have a good understanding of children's individual needs from their first day. Good systems highlight children's specific needs daily. Parents are incredibly positive about the setting. They state staff made their child feel special from their first day of attending, they share good information and their children love attending.
- Younger children benefit from a strong key-person system. Staff help them to engage and through effective observation, notice if they are struggling, checking to see what they can do to support them. Staff provide good role models to encourage children's engagement, helping them to express themselves and gain a strong sense of belonging. For example, young children eagerly call for the ball in football and join in with staff when dancing.
- Staff manage children's behaviour well and deal with any unwanted behaviour sensitively. They give clear instructions, checking children have understood. Staff

listen to children, show them respect and work with them to resolve any conflict. They use the activities to support children in working as a team effectively and recognising each other's uniqueness.

- There is a strong emphasis on children being active and qualified coaches teach children a wide variety of sports skills. Children gain a good understanding of the impact physical activity has on their bodies. They know to drink plenty of water to keep hydrated and staff encourage them to have healthy packed lunches. However, they do not always make full use of routines to extend children's healthy practices even further.
- Leaders and staff ensure children remain safe on the premises. They communicate all the time, to ensure leaders deploy staff effectively inside and outside and to keep children safe and meet their needs. Staff involve children in assessing risks and reinforce safety rules, so they learn to manage appropriate risks for their development. For example, children know not to run beyond the markers on the ground because of the chairs beyond there.
- Leaders and staff evaluate their practice well. They have been extending their knowledge and skills in behaviour management and nurturing children's emotional regulation. Leaders are now looking at developing the craft activities further as they have observed children's enjoyment of these.
- Senior management visit the setting to monitor the quality of the provision and provide staff with feedback and support. They provide new staff with an induction programme that ensures they understand their roles and responsibilities. Staff confirm how leaders mentor them and help them to develop. They comment on enjoying working at the setting.

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	2698382
Local authority	North Somerset
Inspection number	10367463
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	40
Number of children on roll	101
Name of registered person	Future Stars Coaching Ltd
Registered person unique reference number	RP562123
Telephone number	01934 427 427
Date of previous inspection	Not applicable

Information about this early years setting

Future Stars Coaching LTD at The Campus registered in 2022 and is one of many out-of-school settings run by Future Stars Coaching. It operates during school holidays only, Monday to Friday, 9am to 3.30pm, with optional hours of 8am to 5pm.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The inspector discussed with the nominated individual their planning and how they organise their environment to support children.
- The inspector observed the quality of interactions between the staff and children and carried out a joint observation with the nominated individual.
- The inspector spoke with staff, parents, and children at appropriate times, and took account of their views.
- The nominated individual showed the inspector documentation to demonstrate the suitability of staff, and they spoke about the leadership and management of 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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