

Inspection of ActiveMe 360 CIC @ Toynbee School

The Toynbee School, Bodycoats Road, Chandler's Ford, Eastleigh SO53 2PL

Inspection date:

8 August 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 welcome children into the holiday club, where they enjoy choosing an activity with their friends. Staff work hard to make children feel included and part of the group. For example, children are asked for their ideas and opinions, which are taken into account and responded to in a respectful way.

Children behave well and are clear on the expectations of the setting. They listen carefully to instructions and are heard reminding others about the importance of lining up and not running when moving from one activity to another. Staff give children a 'high five' or fist bump for positive behaviour, which provides children with reassurance and builds their confidence.

Children are able to choose from several activities, including football and dance. They enjoy working together with friends to practise a range of skills, such as balancing, coordination and moving to different rhythms. This means children are able to learn something new and feel a sense of pride and achievement. Children are included in the decision-making process and are supported to make a mark next to their chosen interest on a dry wipe board when they arrive for the day. This supports their independence and builds their self-esteem.

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

- Children have a morning briefing before moving to their chosen activities. They listen carefully to important information about moving around the building and how to keep themselves safe. Children are taught to risk assess different situations. For example, children are reminded to drink regularly to keep themselves hydrated. This supports children to make safe decisions and develops their independence.
- Staff use additional funding to ensure all children can take part in the range of activities and enjoy a nutritious meal. Staff ensure everyone has access to all of the activities available. This means all children can enjoy their time at the setting, accessing the same opportunities.
- Children enjoy spending time outside and practising skills, such as running, kicking a ball and playing team games together. Staff support children to develop their confidence by encouraging everyone to cheer when someone scores a goal or if they are the last person to run to the remaining coloured cone. This supports children's physical development and nurtures a team spirit.
- Children are given time to relax and spend time chatting with their friends. Staff provide activities including building bricks and drawing for children who want to spend quiet time making friends or looking at books. Children benefit from having a choice of activities to select from, depending on how they are feeling.

This provides opportunities for children to develop their interests.

- Staff have developed extremely good communication with local schools and other external organisations to support children and ensure their needs are met. For example, information is shared on how best to support children who may have special educational needs and/or disabilities. This fosters effective relationships that promote a child-centred approach.
- Parents state how they are happy with the care their child receives from the setting. They comment how their children come home happy and are keen to return. Parents appreciate the time taken by staff to share information and provide feedback. This supports the consistent care children receive, both at home and in the setting.
- Leaders have a very good overview of the setting and have worked hard to develop a team that deliver high-quality care to all children. They are extremely reflective and seek feedback from parents, staff and children to make sure the setting is the best it can be. Staff feel very well supported by leaders and enjoy being part of a team that makes them feel valued. This means that staff feel listened to and retention is good.

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	2733017
Local authority	Hampshire
Inspection number	10399883
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	130
Number of children on roll	115
Name of registered person	Active Me 360 C.I.C.
Registered person unique reference number	2565377
Telephone number	07886400576
Date of previous inspection	Not applicable

Information about this early years setting

ActiveMe 360 CIC @ Toynbee School registered in 2023. It is based at the Toynbee Secondary School and is one of several provisions operated by the provider. The setting is open from 8am to 5pm, Monday to Friday, during the school holidays only. The setting offers funded places with seven staff employed at the setting, and a further two staff from the leadership team as and when necessary.

Information about this inspection

Inspector

Lucy Short

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the staff and the children.
- Children spoke to the inspector during the inspection.
- The inspector checked evidence of the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.

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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