

Inspection of High Flyers Oxford Limited

Middleton Cheney Primary Academy, Main Road, Middleton Cheney, Banbury OX17 2PD

Inspection date:

19 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

Children are warmly welcomed into the club when they arrive from their classroom. Staff talk to children once they have arrived, discussing the session plans, based on the children's interests. Staff engage well, and children are clearly relaxed and confident in their surroundings.

All children remain actively engaged and on task throughout their time at the club. Staff know the children well and plan activities that develop children's interests. These activities enable children to practise and develop their physical skills and communicate effectively. Children enjoy the quiet areas, where they can read or socialise in small groups. They participate in team sports, for example playing football. Children show a 'can-do' attitude and effective problem-solving skills. Children work together to create a 'net' from junk modelling to retrieve a paper plane that has landed in a bush. Staff collaborate with children, offering suggestions and techniques to encourage critical thinking.

Staff support children to know the rules for behaviour through the daily routines of the club. For example, children are encouraged to tidy up before moving between activities and between the inside and outside environments. Staff role model respectful relationships with each other and children follow this, overall supporting respectful behaviour.

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

- Staff get to know the children well. They take the time to establish relationships with each child and learn about their individual needs. Staff introduce children who are new to the club and allocate them a buddy to help them settle in. In addition, some staff work in the school during the day, which provides a familiar friendly face to those who are new. This means that staff can support children and their emotional well-being from the start.
- Staff create an inclusive culture at the club. They understand that some children may need additional support to join in. Staff work with parents and carers and other professionals to ensure that all children get the right care and experiences at the club. This helps all children to have a positive experience.
- Children learn about healthy lifestyle choices. For instance, they discuss healthy eating when making snacks and during cooking activities. Staff give children the opportunity to be physically active or rest at the club. Some children choose to climb and balance as they use apparatus while others take part in a calming craft activity. These choices support children's well-being and enjoyment of the club.
- Staff remind children of the club rules, which they talk about on arrival and

throughout the session, that help to reinforce staff's expectations. However, on occasion staff do not consistently explain to children how some unwanted behaviour can impact others. For example, staff do not explain to children why it is not acceptable to bang the table to help them to understand how it affects their peers.

- Staff support children's well-being and help them to develop their understanding of keeping themselves and others safe. For instance, staff explain the importance of how to stay safe online and encourage them to share their concerns if required.
- Staff work hard to build strong relationships with the schools that children attend. They communicate well with class teachers to gather information about children's time at school. Staff collaborate particularly well with teachers when supporting the youngest of children and those with special educational needs and/or disabilities (SEND). This ensures all children settle well in the after-school club.
- Parents are highly complimentary about the dedicated staff and the nurturing care they provide. They comment on how children look forward to attending and taking part in the many activities on offer. In addition, they comment on how well staff communicate with them daily and through the weekly newsletter.
- Leaders provide new staff with a thorough induction and ensure current staff have regular supervision to ensure the club runs smoothly. Staff feel valued and supported, showing confidence to share their views with leaders. They work collaboratively as a team, helping to consistently develop their practice to benefit children. For example, staff identify how children are keen to show others their artwork. They provide a specific display board so that all children can proudly present their creations.

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	2740776
Local authority	West Northamptonshire
Inspection number	10407344
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 10
Total number of places	30
Number of children on roll	159
Name of registered person	High Flyers Oxford Limited
Registered person unique reference number	RP533308
Telephone number	07766290242
Date of previous inspection	Not applicable

Information about this early years setting

High Flyers Oxford Limited registered in July 2023 and is located at Middleton Cheney Primary School in Banbury. The club employs five members of childcare staff, with one staff member holding a qualification at level 3. The club is open term time only, from 3.15pm until 6pm, Monday to Friday.

Information about this inspection

Inspector
Charmaine Cayton

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the club.
- The inspector spoke to children to find out about their time at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the club.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager 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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