

Inspection of Activate

Town Close House Preparatory School, 14 Ipswich Road, NORWICH NR2 2LR

Inspection date:

28 July 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and thoroughly enjoy their time at the club. They receive a warm and friendly welcome from staff, who know them well. Children demonstrate positive attitudes. They are excited to access the wide range of activities available. For instance, children speak with enthusiasm to visitors about the various arts and crafts activities they engage in. Children demonstrate high levels of involvement in their chosen activities. Staff promote children's good health and physical exercise effectively. A well-resourced environment, with ample space, enables children to engage in both indoor and outdoor physical play. Children follow good hygiene routines, such as washing their hands before eating. They benefit from a wide choice of healthy options at mealtimes and are reminded of the importance of remaining hydrated while playing in the hot weather.

Children play cooperatively with their peers. They share and take turns with resources. Staff plan opportunities for children to work in groups. For instance, children work together to complete a large floor puzzle. Staff provide encouragement and praise for their collaborative approach. Children behave exceptionally well and form good relationships with their peers. Staff are good role models. They are vigilant and notice when children are on their own and are quick to invite them into games. Children replicate this kind behaviour and ensure the youngest children and those from other schools are included in the games they are playing.

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

- Careful planning means that children have plenty of opportunity to revisit favourite resources and activities, practising new skills and increasing their knowledge. For example, children base their construction models on a nature theme they previously enjoyed. They make habitats for birds and minibeasts. Children share their ideas as they consider how to fit bricks around their nest and which materials would be the most suitable for roofing.
- Children confidently chat to staff and visitors. They say they enjoy their time at the club and talk about their favourite activities. Children describe staff as 'kind and caring'. They enjoy their playful interactions and actively seek them out to show them their new skills. For instance, children demonstrate their cartwheels and handstands to attentive staff. They receive praise and encouragement, which helps children to persist as they master new skills.
- Children respond to the positive attitudes and high expectations of staff. They play extremely well together, frequently developing their skills as they do so. For example, children weighing ingredients during a baking activity share their mathematical knowledge. They read the weights displayed on the scales and

determine if they need more or less ingredients as stated in the recipe.

- Children develop respect for others in this inclusive setting. Staff ensure children with special educational needs and/or disabilities are included. They provide support and adapt activities to enable all children to access them.
- Children enjoy a wide range of physical activities, such as swimming, ball games and dance. The club provides opportunity for children to extend their experiences further. They invite outside agencies into the setting to enhance their provision. For instance, children learn dance exercise, self-defence and wall climbing.
- Parents speak positively about the service they receive. Staff keep parents updated about their children's time at the club and post regular photos throughout the day. Parents report that they are extremely happy with the experiences their children receive and confirm that their children thoroughly enjoy their time at the club.
- Leaders are passionate about the club and creating a positive environment for children. They implement effective methods to evaluate their provision, such as peer observations, gaining feedback from staff, parents and children. Leaders are reflective and continue to make changes to improve the service they provide. For instance, they have added a timetable to the parent information board. This enables parents to be kept updated about the activities available at the club.

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	260711
Local authority	Norfolk
Inspection number	10392122
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 14
Total number of places	136
Number of children on roll	375
Name of registered person	Town Close House Educational Trust Limited
Registered person unique reference number	RP905115
Telephone number	01603 620180
Date of previous inspection	5 August 2019

Information about this early years setting

Activate registered in 1999. The club opens each weekday during three weeks of the school summer holidays, from 8.30am to 5.30pm. It employs 35 staff, 22 of whom hold relevant qualifications at level 3 or above, including the manager.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The inspector was given a tour of the areas used by the club and discussed the safety and security of the premises.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Parents provided written feedback during the inspection. The inspector 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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