Primary Sports & Education Limited

Unique reference number (URN): 2867725

Address: Woodbury C Of E Primary School, Castle Lane, Woodbury, Exeter, EX5 1EA

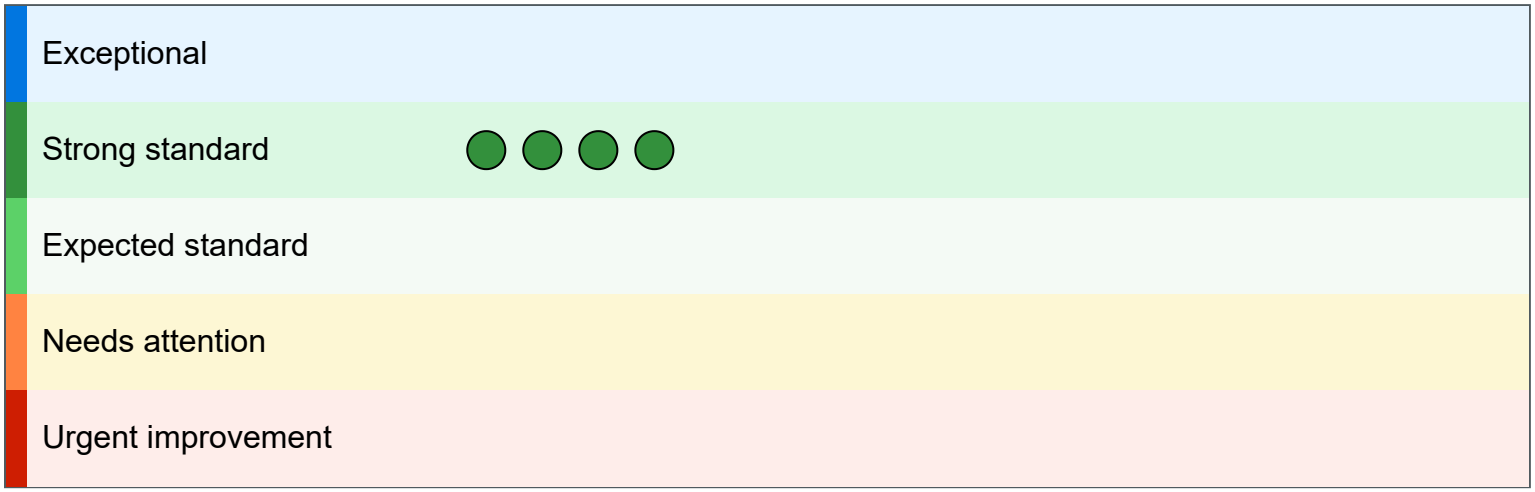
Type: Childcare on non-domestic premises

Registered with Ofsted: 18/11/2025

Registers: EYR, CCR, VCR

Registered person: Primary Sports & Education Limited

Inspection report: 2 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Behaviour, attitudes and establishing routines

Strong standard

Children benefit from a warm, purposeful environment. Staff manage routines consistently and set clear expectations for children's behaviour. Relationships between children and staff are warm and supportive. Staff model respectful interactions and support children to share and take turns. For instance, during soft archery, children share the target and take turns to shoot, showing awareness and consideration for each other. This means children are beginning to assess risk and are learning how to keep themselves and others safe.

Staff manage behaviour well, when any low-level behaviours arise, staff speak calmly to children, helping redirect behaviours that do not meet their high expectations. Staff consistently model positive behaviours. Consequently, children demonstrate positive behaviours and are respectful towards each other. They play together collaboratively. For example, children use small-world figures to act out role play and invite others to join in. They also demonstrate kindness towards one another. For example, older children help younger children spread butter onto bread. Staff offer plenty of praise to children in recognition of their positive behaviours. This helps children develop positive relationships with others.

Leaders monitor children's attendance and punctuality carefully. Patterns of absence or sickness are monitored. Staff share school systems and procedures. Through effective communication they promote a positive attitude towards school attendance.

Children's welfare and wellbeing

Strong standard

Leaders recognise the importance of helping children develop healthy lifestyles. They plan and provide ample opportunities to exercise and get their bodies moving. Parents appreciate the wide range of activities, such as football, gymnastics, dance and soft archery. Children's physical development flourishes through the rich range of active experiences. These experiences promote increasing coordination, balance, strength and confidence while encouraging children to challenge themselves safely. Leaders adapt the activities to offer challenge and support to ensure all children can enjoy and participate in them.

Mealtimes are sociable occasions. The children sit and eat together. Staff are sensitive to children's needs. For example, they ask for permission to support young children when using knives to cut vegetables. Staff supervise children closely and ensure children remain safe throughout mealtimes. They develop good hygiene habits and become confident in managing aspects of their self-care. Children use the bathroom independently. They learn good hygiene practices, such as knowing to wash their hands before meals.

Staff foster highly effective relationships with children and families. For the youngest children, the focus is on building attachments and providing a nurturing environment. Staff are highly responsive to the needs of children, offering comfort and consistent routines that support secure attachments.

Inclusion

Strong standard

Leaders work in effective partnership with parents and professionals to gather detailed information about children's needs. This includes barriers that may affect children's participation, wellbeing or special educational needs and/or disabilities. They use this information effectively and deploy resources thoughtfully. This helps to support children's individual needs and reduces any potential barriers to them joining in. For example, staff provide sensory resources to support children to be calm. They also provide visual timetables, to help children understand what is happening next. As a result, children participate fully and develop a strong sense of belonging that supports their development. Staff work sensitively to respond to individual cues, offering support and reassurance when needed. For instance, children are offered a quiet space, when they are tired.

Staff communicate effectively with teachers and parents. They understand the importance of sharing information about any emerging concerns. Staff use their knowledge of children to respond to individual needs. They consider children's individual interests and preferences and adapt their approach to support them. This helps children who may find transitions or changes to routine more difficult and enables them to participate alongside their peers. Leaders demonstrate a commitment to further training to ensure an inclusive environment.

Leadership and governance

Strong standard

Leaders are knowledgeable about their statutory duties and carry them out effectively. Staff receive regular and relevant training that builds on their experience of working with children in schools. In addition, they attend a variety of training courses with other after-school care providers. This enables them to extend their knowledge and understanding and strengthens their practice in supporting children with special educational needs and/or disabilities or barriers to learning.

Staff attend regular meetings that provide valuable opportunities to discuss their key children and identify training and development needs. They feel valued and can raise concerns openly. Leaders provide guidance to ensure any barriers to children's participation in activities are addressed. Staff describe feeling supported, valued and motivated to improve their practice.

Leaders are ambitious and have a clear vision for inclusion and the importance of strong working relationships. There is high collaboration between staff, the school and parents. Leaders maintain regular communication with parents about updates and activities. Staff make time to communicate with parents at the beginning and end of the day during hand overs. Partnerships with the school are meaningful. Leaders share information effectively to support children's individual needs.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children arrive confidently. They understand the routines well and settle quickly for a healthy snack and to listen to the activities available. Children are happy, safe and well cared for. They enjoy attending the calm and welcoming setting, where warm relationships with the staff help them to feel secure. Children demonstrate independence and confidently manage their personal hygiene. Consistent daily routines help children know what is expected of them. For example, children routinely wash their hands before eating. They follow these routines calmly.

Children benefit from the positive partnerships the setting has with both the school and parents. Staff value the knowledge teachers and parents have of the children. They understand children's interests, experiences and individual needs from the outset. As a result, children with barriers to learning or special educational needs and/or disabilities are able to fully participate in all the activities on offer.

Children contribute to planning the activities available each half term. The range of open-ended activities enables children to make choices based on their interests. Children explore activities with confidence and independence. This demonstrates they feel safe, secure and valued. They engage positively with the opportunities available to them. When low-level challenging behaviour occurs, staff remain calm. They adapt their approach in the moment to support children to remain regulated. Children respond well to staff support and settle quickly. Children participate in a wide range of activities that support their fine and gross motor development. For example, children enjoy soft archery and construction activities. These activities develop hand strength, control and coordination. The close partnership with the school means staff regularly share information about children's physical development with teachers. This supports continuity in children's learning and development.

Next steps

- Leaders should ensure continued improvement in removing any barriers for children to provide a transformational impact on all children's wellbeing.

About this inspection

The inspector spoke with leaders, staff, parents and children during the inspection.

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.

Inspector:
Naomi Beck

About this setting

Unique reference number (URN): 2867725

Address:
Woodbury C Of E Primary School
Castle Lane, Woodbury
Exeter
EX5 1EA

Type: Childcare on non-domestic premises

Registration date: 18/11/2025

Registered person: Primary Sports & Education Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 08:45,Monday,Tuesday,Wednesday,Thursday,Friday : 15:15 - 17:45

Local authority: Devon

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 2 October 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

120

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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