

Am Sports Academy Ltd

Unique reference number (URN): 2801989

Address: Earlsfield Primary School, Tranmere Road, London, SW18 3QQ

Type: Childcare on non-domestic premises

Registered with Ofsted: 23/08/2024

Registers: EYR, CCR, VCR

Registered person: AM Sports Academy Ltd

Inspection report: 23 September 2026

Exceptional

Strong standard



Expected standard

Needs attention

Urgent improvement

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 ●

Staff have high expectations and manage children's behaviour in excellent ways. For instance, children remind each other to use 'kind hands' and to 'use their listening ears' at the start of each session. These group rules are revisited with children at each session. Children act in very orderly ways at times of transition, such as when they move onto another activity. Staff give children a few minutes notice before an activity ends and this enables children to get into the right mindset for a change.

Children willingly take turns as they form teams to participate in relay races. They take turns to aim and throw balls at targets and kindly collect the ball to give to the next child. Children cheer each other on enthusiastically and this encourages children to do their best work. They praise each other and this creates great team spirit. This shows that children have excellent relationships with each other. Children concentrate very well on tasks. They listen attentively to staff who give clear and well-structured demonstrations of how to play a sports game. Staff offer tips and strategies to children who need support and this encourages them to persevere and complete tasks. Staff make highly effective adjustments to activities to meet the needs of children with special educational needs and/or disabilities, and other vulnerable children. For instance, they ensure that children can feel the size and shape of different resources before use. This helps children with visual impairment to fully take part in activities. Children enjoy the sporting activities and this encourages regular attendance.

Children's welfare and wellbeing

Strong standard ●

Staff have a robust approach to keeping children safe. They safely collect and escort children from their classrooms to the sports area. They register the children securely and carry out regular headcounts throughout the session. Staff perform daily risk assessments covering all areas and resources, and all activities. This helps to promote children's welfare in highly effective ways. Children show excellent ability to act in safe ways. For instance, during activities, they find a space ensuring that they are not too close to other children to avoid accidents. They use underarm throws to the ball gently to each other.

Staff teach children about the value of eating well in fun, dynamic and highly effective ways. For example, children take turns to race to choose different types of food and put them into hoops, grouping them as healthy or unhealthy. This helps children to understand the importance of good nutrition.

Staff teach children to understand and manage their feelings very successfully. For instance, they use simple games where children make different facial expressions, and encourage expression through dance. Staff teach children how deep breathing helps to calm them down. This provides children with highly effective ways to understand themselves and others. Staff make very useful adaptations to routines to meet the needs of children with special educational needs and/or disabilities, and other vulnerable children. For example, they would use visual prompts to help children to understand daily routines to enable them to feel settled.

Inclusion

Strong standard 

Staff have a very personalised approach to ensuring that each child's needs is met very well. They thoroughly explore all aspects of a child's special educational need and/or disabilities (SEND), and other vulnerable children. Staff do this by speaking to parents and school staff and other health professionals involved in the life of the child. From this, staff learn strategies and advice on the best ways to adapt activities to meet the needs of children with SEND, and other vulnerable children. For example, staff used egg shakers to make a sound at targets to support children with visual impairment. This excellent adaptation enabled children with visual impairment to fully take part in sporting activities.

Staff take great care to find out about each child from detailed registration forms, discussion with parents and school staff. They observe children during their time at the club and where a concern is readily identified, staff advise parents appropriately for further guidance. For instance, they advise parents to contact school staff, local doctor or health visitor for further support.

Leadership and governance

Strong standard 

Leaders have a wholly effective and comprehensive approach to supporting and monitoring of staff. For instance, leaders talk to staff regularly to discuss work and review performance, and to offer support, where required. They talk with staff at the end of each session for a debrief and to offer any assistance, if needed. Leaders prioritise staff wellbeing well. They provide access for free counselling, teambuilding days and social events. This helps to build a solid team spirit.

Leaders are highly committed to the continual professional development of staff. Staff have completed various courses, such as behaviour management which has led to a more consistent approach in this area.

Leaders highly value partnerships with parents. They obtain information from parents on their child when they first register and this helps leaders to provide activities that meet the specific needs of children. Leaders invite parents to a showcase day where they can see the children involved in different sporting activities. They talk with parents about skills children gain from these sports. Staff are always on hand to answer any queries parents may have. Staff have highly effective wider community links with the school community.

Leaders continually evaluate the provision in robust ways. This includes daily debriefs and evaluation with staff, and ongoing leadership evaluations. This helps to determine what is working well and precise goals to build ongoing improvements.

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

Children arrive with great enthusiasm to this highly-organised, sports-focused club session. Children feel valued and a strong sense of belonging as staff greet them with familiarity and smiles on arrival at the club. They have warm, trusting relationships with staff who care for children well. Children are fully settled and secure as staff are very attentive to each child's needs. For example, new children get to know staff who take time to visit children in school before starting at the club. Children feel happy and safe at the club as staff spend time helping children to understand different club routines. Staff have a wholly inclusive approach

to providing sports coaching and adapt activities to meet the needs of children with special educational needs and/or disabilities, and other vulnerable children. This enables all children, whatever their ability, to fully engage with all sporting activities.

Children thoroughly enjoy taking part in a wide range of exhilarating, clear, well-structured sporting activities. They practise their aiming and throwing skills as they throw balls at different coloured objects, such as cones and skittles. Children practise their colour recognition skills while they play the game. They count and add numbers together as they hit targets worth different points, supporting their mathematical development. Children enjoy it when the task is made more challenging by increasing the distance of the targets. They find this exhilarating and are fully engaged and absorbed in the activity. Children then practise their ball skills as they kick balls towards different targets. They enjoy working in teams and this encourages them to try their best to win the most points. This promotes high levels of motivation and excellent ability to work with other children. They are supported well by staff who constantly encourage the children by praising them for their efforts.

Children wholly enjoy taking part in sporting activities and attend regularly. Children and their families are warmly welcomed by energetic and highly skilled staff.

Next steps

- Leaders should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, staff, children and parents 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:

Jenny Beckles

About this setting

Unique reference number (URN): 2801989

Address:

Earlsfield Primary School
Tranmere Road
London
SW18 3QQ

Type: Childcare on non-domestic premises

Registration date: 23/08/2024

Registered person: AM Sports Academy Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 08:45, Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 16:30

Local authority: Wandsworth

Facts and figures used on inspection

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

 This data is from 23 September 2026

Children numbers

Age range of children at the time of inspection

4 to 5

Total number of places

72

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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