

ETT Sports Limited

Unique reference number (URN): 2765848

Address: Mora Primary School, Mora Road, LONDON, NW2 6TD

Type: Childcare on non-domestic premises

Registered with Ofsted: 15/01/2024

Registers: EYR, CCR, VCR

Registered person: ETT Sports Limited

Inspection report: 27 May 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 ●

Children behave very well throughout the setting. Clear and consistent rules and boundaries are fully embedded, which helps children to understand what is expected of them. At the start of the day, children take part in discussions about the rules for the day and are encouraged to share their own ideas. This helps children feel involved and supports them to take responsibility for following and promoting positive behaviour among their peers.

The well-structured routine helps children feel secure and confident in knowing what is expected of them. Experienced staff use a range of effective behaviour management strategies that support children's positive behaviour. While approaches are not yet fully consistent across the staff, they are all implemented successfully and have a positive impact on children's behaviour.

Staff implement effective strategies to support smooth transitions between rooms and activities. For example, staff use simple clapping rhythms to gain children's attention before calmly explaining what will happen next. Staff kindly remind children of the setting rules and support them to understand and manage their behaviour successfully. This promotes children's confidence, self-regulation and positive relationships with others. Staff carefully consider children's individual needs and circumstances when managing behaviour. This ensures their approaches are tailored and supportive. Children show kindness and consideration towards one another, creating a firm sense of community within the setting. For example, older children readily help younger children to find their belongings and offer support when needed.

Children's welfare and wellbeing

Strong standard ●

Children's wellbeing is prioritised throughout the setting. Children respond positively to the caring and nurturing staff. The nurturing environment allows children to feel safe, valued and happy. Staff consistently provide opportunities that promote healthy lifestyles, including daily outdoor play and regular physical activity. Children enthusiastically take part in a wide range of sports activities alongside free-play opportunities on the climbing apparatus and large playground. The setting supports children's physical health effectively through the provision of healthy snacks and lunches. Staff regularly remind children about the importance of drinking water, particularly during hot weather. Children are taught how to stay safe in the sun, such as wearing hats and resting in shaded areas.

Children manage their own self-care routines independently and confidently seek adult support when needed. Daily routines are well organised and balance free play with structured activities that children enjoy and engage with enthusiastically. Staff and children form secure and trusting relationships. Children confidently approach staff to share their thoughts, ideas and feelings.

Staff carefully consider children's individual needs, including offering tailored settling-in sessions for children who require additional support. As a result, children settle quickly and are happy and secure within the setting.

Inclusion

Strong standard ●

Inclusion is successfully embedded within the ethos and daily practice of this setting. All children are warmly welcomed and encouraged to participate fully in the experiences and opportunities available. Staff create an environment where children are valued and potential barriers to participation are identified and reduced wherever possible. For example, staff provide alternative environments to support children who need opportunities to regulate their emotional wellbeing before rejoining activities. Staff demonstrate a responsive and sensitive approach. They tailor support subtly to meet children's individual needs while maintaining children's dignity and sense of belonging.

Leaders work effectively with outside agencies and professionals to ensure a consistent approach to children's expectations, behaviour and achievement. This includes children with special educational needs and/or disabilities. This shared approach helps children receive the support they need while at the setting. Leaders also demonstrate a firm commitment to supporting families beyond the setting, helping to remove wider barriers to access. Initiatives such as a food bank available at drop off times support this.

Leadership and governance

Strong standard ●

Leaders and managers are committed to providing an inclusive setting that meets the needs of all children who wish to attend, including those with special educational needs and/or disabilities and children from vulnerable backgrounds. Leaders have high expectations for both staff and children. They implement effective systems that support children's wellbeing, while also providing valuable support for families. Leaders are passionate about the setting and the important role it plays for the children who attend it. Leaders foster positive relationships with parents through effective communication and thoughtful, well-organised systems. Parents are kept informed and feel involved in their children's experiences within the setting. Established partnerships between the setting and the school contribute to a smooth and successful approach that benefits children and families alike.

Staff speak positively about the leadership team and say they feel valued, respected and well supported in their roles. Leaders promote a positive working environment, where staff wellbeing is considered carefully. The highly qualified staff team is provided with a range of opportunities to further develop their professional knowledge and skills, which leaders actively encourage and support. Regular supervision meetings and reflective discussions help to maintain high-quality practice and promote a rich culture of continuous improvement.

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 happily at this friendly and welcoming setting and settle quickly into the well-organised environment. They confidently engage with staff and each other as they explore the exciting range of activities and resources available, both indoors and outdoors. The inclusive atmosphere supports children to feel secure, valued and ready to participate. The setting promotes a consistent focus on developing healthy lifestyles and enjoyment through sports and extracurricular experiences. Staff provide a professional and enthusiastic approach to games and activities. Staff encourage children to take part, challenge

themselves and develop further confidence. For example, an experienced runner shares her passion and inspires children to enjoy being active. Children enthusiastically take part in running drills and circuits, progressing at their own pace and celebrating personal achievements.

The daily routine is carefully planned to provide a balance of structured activities and opportunities for free play. This helps children understand expectations and feel confident moving through the day. Time is built into sessions for children to reflect on their experiences, share successes and recognise achievements. Positive behaviour is consistently promoted and rewarded, resulting in children who behave very well and demonstrate respect for staff and their peers.

Leaders guide the setting with kindness and care, maintaining a strong focus on understanding the individual needs of children and their families. Staff value the opportunity to build relationships with children beyond the school day and provide experiences that are fun, educational and support children's wellbeing. Positive peer relationships are encouraged, helping children develop friendships and a sense of belonging.

Next steps

- Leaders should continue to build on the setting's successful practice by further strengthening their consistent approach to managing children's behaviour, to maximise the positive impact on all children's emotional wellbeing and development.
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About this inspection

The inspector spoke with leaders and staff 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:

Rivka Bick

About this setting

Unique reference number (URN): 2765848

Address:

Mora Primary School
Mora Road
LONDON
NW2 6TD

Type: Childcare on non-domestic premises

Registration date: 15/01/2024

Registered person: ETT Sports Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 17:00

Local authority: Brent

Facts and figures used on inspection

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

 This data is from 27 May 2026

Children numbers

Age range of children at the time of inspection

3 to 11

Total number of places

80

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

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