

Inspection of Whittlesford Out Of School Club

William Westley C Of E Primary School, Mill Lane, Cambridge CB22 4NE

Inspection date:

22 September 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children confidently enter the setting when they finish school. Older children demonstrate they understand the routine by putting away their belongings in the designated boxes and going to play. Younger children, who have recently started, are sensitively supported by staff to learn how to follow the routine in the setting. For example, staff show the younger children where to put their belongings and role model how to independently choose what they would like to have for their snack. Children are given the reassurance and guidance they need which supports them to be settled and engaged in the activities on offer.

Children are highly engaged in activities both inside and outside. They access a wide variety of activities and use available resources to lead and extend their play. Children work together to complete tasks. For example, they build structures with blocks and create role play scenarios with the characters.

Staff work together to create a respectful culture within the setting. As a result, children are kind towards others and behave impeccably. For example, children follow the lead of staff and work together to follow the rules of games, such as board games and pool. They take turns and cheer each other on. Children use supportive language towards their peers to praise their achievements.

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

- Staff have an exceptional approach to working with children. They take time to get to know each child that attends and use this knowledge of the children to plan and implement fun and stimulating activities based on their individual interests. Staff also use a variety of different methods to capture the views of the children to further influence the planning of the activities they provide.
- Children's physical skills are well promoted. They enjoy free-flow access to the outdoor space where they take part in a number of games and activities. Children play football, collect acorns and use the sandpit to explore. Leaders explain they spend time outside in all weathers as the children love being in this area. This helps to provide good opportunities to enhance children's physical health and well-being.
- Staff place an emphasis on children being involved in the daily running of the setting and, as a result, children demonstrate they feel valued and included. Children input their ideas of what activities they would like to do and help with the set-up of these. Staff and children work together to create 'wish lists' and ways to fundraise to obtain the money to purchase these new toys and resources. Children demonstrate problem solving skills to develop a plan and show enjoyment in these interactions.

- Children confidently talk about their experiences at the setting and what they enjoy the most. They remember activities they have taken part in and recall past experiences they have enjoyed, such as drawing 'pac-man' on the interactive whiteboard.
- Staff ensure that mealtimes before and after school promote healthy eating and independence. Children are supported to serve themselves breakfast and snack. They socialise with each other and staff at mealtimes, discussing how to eat a variety of different foods to be healthy. Leaders explain that children help to clear away afterwards and load the dishwasher.
- Leaders are highly reflective of the setting and strive to continually improve. They take on board feedback from the children, parents and the host school to implement new ways of doing things.
- Staff work in close partnership with the host school to link what they do in the setting with what the children are currently learning at school. For example, the school has a traffic light system for managing children's behaviour which is replicated in the setting for continuity for the children.
- Partnership with parents are excellent. Parents speak extremely highly of the setting and state how happy their child is to attend. They appreciate the service provided and state they would all recommend the setting to others. Communication between the setting and parents is effective and parents feel they are well informed of what is happening weekly.

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	EY547274
Local authority	Cambridgeshire
Inspection number	10399156
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 11
Total number of places	47
Number of children on roll	182
Name of registered person	Whittlesford Out Of School Club CIO
Registered person unique reference number	RP547273
Telephone number	01223 495567
Date of previous inspection	21 November 2019

Information about this early years setting

Whittlesford Out Of School Club re-registered in 2017 and is operated as a not-for-profit organisation. Opening times are 7.30am to 9am and 3.10pm to 6pm each weekday during term times. In school holidays, the setting opens from 7.45am to 6pm, subject to parental demand. The setting employs 18 members of staff.

Information about this inspection

Inspector

Jessica Whiteley

Inspection activities

- The manager showed the inspector around the setting and explained how the play environment is organised.
- Children told the inspector what they like to do at the setting.
- Parents gave their views of the setting to the inspector both verbally and through written feedback.
- The inspector spoke to leaders about the leadership and management of the setting.
- Staff shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff that work in the setting.
- The inspector observed the interactions between staff and children during activities.

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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