

Ecclesall Kids Club

Unique reference number (URN): 2725053

Address: Ecclesall Primary School, High Storrs Road, Sheffield, S11 7LG

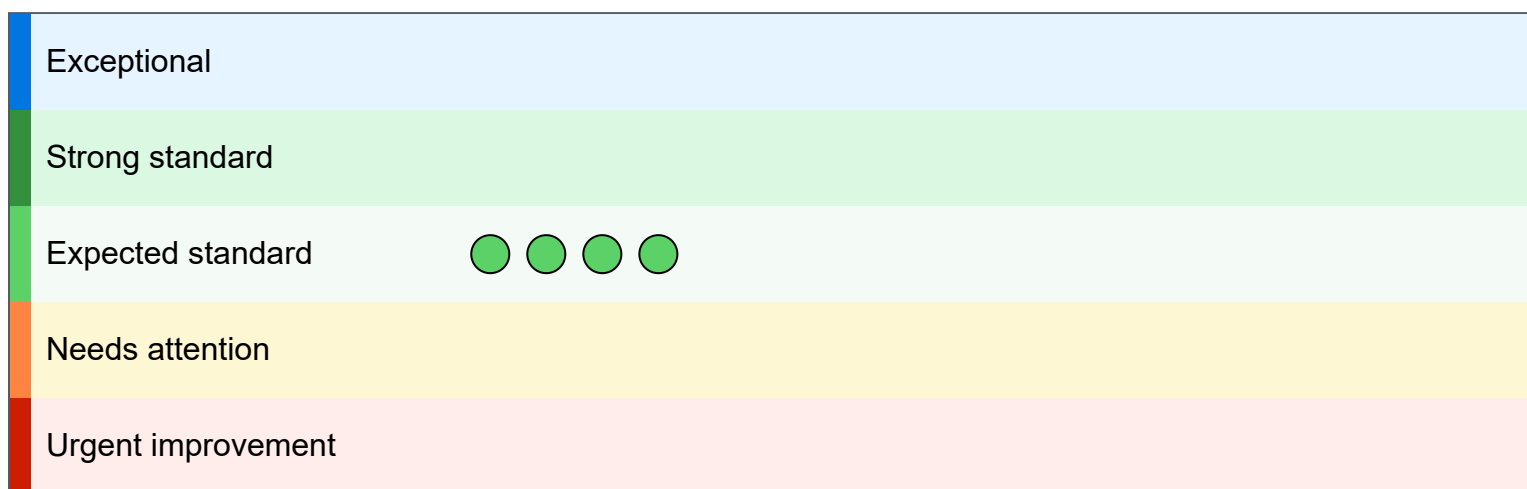
Type: Childcare on non-domestic premises

Registered with Ofsted: 16/04/2023

Registers: EYR, CCR, VCR

Registered person: Ecclesall Kids Club CIO

Inspection report: 24 March 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.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Leaders and staff of this large, busy club create a well-managed and secure environment. They have clear procedures and routines that positively support children's behaviour from the time they join the club. Children feel safe. Leaders have improved procedures for regular communication with parents since the last inspection to support children's emotional and personal wellbeing.

Children behave well. They understand what is expected of them indoors and out. Children respond well to instructions and guidance because staff explain them well and give children time to follow them. Children know the routines for settling in at the start of the session, such as putting their coats and bags in a safe place. However, staff do not take all opportunities to fully embed children's independence and understanding of managing their own hygiene.

Staff are warm and caring role models overall. They spend time sitting with children, joining in their games and modelling how to politely ask for help and share resources. Children's key workers know their children well through careful monitoring and useful information gathered from parents. They are quick to respond if children show concerns or are emotional or tired and provide reassurance and space. Leaders ensure parents understand the routines to support children's regular attendance and for their safe collection and drop off.

Children's welfare and wellbeing

Expected standard 

Leaders place a high priority on the children's welfare and wellbeing. Children's key persons prioritise getting to know children well from the outset to ensure they settle smoothly into the life of the club. Following the last inspection, staff have built on procedures to know and understand the needs of children who do not attend the host school and use the holiday club to support positive relationships. Staff work closely with parents and school staff to meet the welfare and wellbeing needs of children with special educational needs and/or disabilities. Leaders and staff create a welcoming and warm environment, where children enjoy a wide range of activities that help them relax after a busy school day.

Staff encourage children's health and wellbeing. They provide a variety of healthy and nutritious snacks. They sit with the children and ensure they develop safe eating habits. However, staff do not take all opportunities to further deepen children's understanding of healthy eating and their independence in making healthy choices. Children benefit from physical activities that promote fitness and coordination, alongside quieter options for creative play. Staff support children to keep themselves safe in all aspects of their play, including physical activities and the use of electronic and computer games.

Inclusion

Expected standard 

Leaders make effective use of the positive links with the host school to gather information to support children with special educational needs and/or disabilities and others who may face

barriers to accessing and benefiting from all the club offers. Since the last inspection, they have strengthened procedures for gathering information for children, who attend from other schools during holiday times. Staff act in consultation with parents, school staff and other educational professionals to set precise and manageable steps to help children who need additional support. For example, they create special memory and personal resources to help children who find it difficult to manage their emotions to take time and relax. Leaders recognise the importance of professional development to enrich their own and staff's confidence in working with children with additional needs and are identifying more opportunities for this.

Leaders create an inclusive environment. They reflect on, and celebrate, children's personal and cultural experiences. Staff work with parents of children who speak English as an additional language to support their communication and wellbeing through, for example, learning some key words and providing labels in home languages.

Leadership and governance

Expected standard 

Leaders have fully reviewed their practice to make positive improvements since the last inspection. There are well-established links with the host school to support all children, including those who may face barriers to learning, to settle in confidently and enjoy their time there. Leaders engage regularly with staff to support their wellbeing and ensure they have a secure grounding in their role. The club has improved the strategies for monitoring, evaluating and supporting staff's training. For example, the group training arrangements have contributed to staff's knowledge of how to keep children safe. However, new initiatives to strengthen staff's professional development, such as the group approach used for safeguarding training, are not yet used robustly to broaden all staff's training needs, including, for example, training for developing children's welfare and wellbeing knowledge.

Leaders gather the views of parents, children and staff to evaluate the effectiveness of the club and support staff and children's welfare and wellbeing. These procedures have improved since the last inspection. Leaders and staff work closely with the host school to support all groups of children and ensure they have a thorough understanding of their individual needs, particularly those who may require additional support.

✔ **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 are happy and safe in this large and friendly club. Since the last inspection, leaders and staff have strengthened routines and planning to ensure all children are fully engaged and benefit from all the club offers. Children build positive relationships with the adults who care for them. Staff make sure that they understand children's needs and interests through, for instance, purposeful discussions with their parents and teachers. Children speedily and smoothly settle into the life of the club and follow the considered routines for their enjoyment and security. For example, children know where to put their coats and bags and to join their

friends in a range of activities from the start of the session. They listen carefully to staff's instructions and quickly settle to activities. For example, they carefully follow staff's guidance to create their colourful Easter print pictures.

Children appreciate the calm ethos staff create throughout all rooms and in the safe and spacious outdoor areas. They behave well. They welcome the opportunities to choose whether to play, for example, with a favourite construction activity, board games or crafts. They know that staff will support and encourage them in their chosen activity or to sit quietly with a book and give them space and time to relax after a busy school day. Children learn to play with others of different ages and learn from their experiences.

Children are encouraged to play safely and they generally develop healthy attitudes. They enjoy the many opportunities for physical activities indoors and out, such as balancing on wooden beams or developing their own ball and hoop games.

Next steps

- Leaders should build on staff's professional skills further and precisely focus training and guidance to ensure the highest levels of practice in all areas of children's experiences.
 - Leaders should strengthen strategies and routines to further enrich children's awareness of healthy lifestyles, personal hygiene and self-awareness.
-

About this inspection

The inspector spoke with the leaders, staff and the headteacher and reception class teacher of the host school 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:

Andrew Clark

About this setting

Unique reference number (URN): 2725053

Address:

Ecclesall Primary School

High Storrs Road
Sheffield
S11 7LG

Type: Childcare on non-domestic premises

Registration date: 16/04/2023

Registered person: Ecclesall Kids Club CIO

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:40 - 08:45, Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 18:00

Local authority: Sheffield

Facts and figures used on inspection

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

 This data is from 24 March 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

170

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright