

Inspection of The Whartons After School Club

The Whartons Primary School, The Whartons, OTLEY LS21 2BS

Inspection date:

3 April 2025

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

The club is a welcoming and well-resourced provision. Children are confident and respectful to each other. They listen to staff as they sensitively remind each other of the expectations and rules in the setting. Before accessing the playground, children discuss a recently discovered wasp's nest, which they show much interest in. Staff patiently explain what adjustments to the play area are going to be made. These respectful interactions help children to assess risks, and understand the world around them and how to keep themselves and others safe.

Routines are well established, and children show high levels of motivation and engagement as they independently explore the indoor and outdoor areas to play. Staff encourage children to choose activities that interest them. They also regularly help review the provision with staff, through conversations and surveys. This gives children confidence to voice their ideas and know they are listened to, which makes them feel valued. Staff praise children for using good manners. Older children show care and consideration for those younger than themselves.

There is a good range of opportunities for indoor and outdoor play. Children benefit from a wide range of well-organised resources to explore. Games, transport, construction, a homework station and arts and crafts are among some of the popular indoor activities. Children make friendship bracelets in the sunshine with their peers and staff, while chatting about their day. Children eagerly recall their experiences at the club and explain how much they enjoy art and craft activities.

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

- Leaders work closely with the school staff to address individual children's needs. They work particularly closely with the Reception class teacher to help younger children to feel welcomed. Staff provide new opportunities to develop children's social skills.
- Staff feel valued and fully supported by leaders. Staff receive regular training opportunities and have a good understanding of safeguarding children. There are clear plans for continuous improvement in place. Leaders regularly involve children's and staff's reflections in the ambitious plans for the further development of the club.
- Children show very high levels of respect for others. Their behaviours and attitudes are exemplary. Children show care for those younger than them as they take turns easily and help each other on the outdoor gym in the playground.
- Parents and carers praise the positive relationships they have with staff. They feel well informed and describe the club as 'invaluable', saying that the staff 'go

out of their way' to ensure that children are happy and thriving. Leaders keep parents updated with newsletters and important information.

- Children understand the rules and routines of the club and express delight at being able to come to it. They explain that staff are 'really kind' and are 'always respectful and helpful if you need it'.
- Staff have an excellent relationship with the on-site school. They work with the headteacher to actively meet children's individual needs. Staff prioritise children's well-being and work hard to ensure that all children are included, including those with special educational needs and/or disabilities.
- Staff treat children as individuals, with different needs. They know children's interests and goals. For example, staff encourage children's perseverance and their setting of goals, such as with a 'school world record' for skipping, which children try to beat.
- Managers have introduced innovative strategies to promote children's positive behaviours. For example, there is a 'behaviour raffle', which rewards children's positive behaviours that have been spotted by staff each week with little prizes. This helps children to also identify and recognise kindness and positive behaviours in their peers too.
- Children are eager to engage in conversation and adult-led activities. They enjoy the chance to choose their interests and the opportunity to play and learn with all year groups from the school. This is a key strength of the club, as the multiple age ranges develop friendships that strengthen the community of the whole school, as well as the club. This teaches children about responsibility and tolerance, as well as respect for others.
- Staff offer children a healthy snack. Children wash their hands and wait patiently to choose items from an array of fruit, vegetables, sandwiches, cheese and scones. Children enjoy sitting together and eating while chatting with other children of all ages. There are many opportunities for children to develop their coordination, sports skills and social skills through outdoor physical play.

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	2711071
Local authority	Leeds
Inspection number	10380604
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 10
Total number of places	170
Number of children on roll	150
Name of registered person	The Whartons After School Club
Registered person unique reference number	2711070
Telephone number	07931597531
Date of previous inspection	Not applicable

Information about this early years setting

The Whartons After School Club provides after-school provision for children from the ages of four to 11 years. It is an independent and committee-run not-for-profit organisation that runs from The Whartons Primary School building. The club operates during term time, from 3.15pm to 6pm, Monday to Friday.

Information about this inspection

Inspector
Kelly Nevett

Inspection activities

- The inspector observed the children interacting with staff and in their play, indoors and outdoors, and discussed the activities that staff provide for them.
- The inspector had discussions with the provider, staff and the children at appropriate times.
- The inspector spoke to several parents during the inspection and took account of their views and opinions.
- The inspector viewed a sample of documentation, such as policies, procedures and safer recruitment records for staff.
- The manager and the inspector carried out a joint observation of an adult-led activity.
- The manager led the inspector on a learning walk and tour of the premises.

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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