

Inspection of Thrumpton Kids Clubs

Thrumpton Primary School, Thrumpton Close, Retford, Nottinghamshire DN22 7AF

Inspection date: 23 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are excited and happy when they arrive at setting. They separate from their parents with confidence and quickly join their friends to play. Children are warmly greeted by staff and have a sense of safety. Staff provide comfort to children who are new to the setting, providing them with cuddles and reassurance. They use information from parents to offer new children their favourite toys to help them engage in play with other children. For example, staff support children to accept the needs of others by encouraging turn-taking games. Children roll cars to each other saying, 'ready steady go'. This helps children who are new to the setting feel secure and begin to develop friendships. Children are proud when staff praise their good behaviour and acts of kindness to towards others.

Staff adapt activities promptly to allow children to follow their current interests. For example, when older children talk about previous snacks, they are offered opportunities to make hot cross buns with play dough. Children show high levels of concentration when they do this. Staff join in children's play. They promote children's early mathematical awareness effectively. They help them to learn about concepts, such as counting and comparing size and capacity. Younger children thoroughly enjoy role playing in the home corner with play food, engaging in activities, such as making their friends a cup of tea. Staff play alongside them and help children to build on their imaginative skills.

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

- Overall, children enjoy group times as part of their daily routine. Staff use these times to involve children in singing and listening games. However, staff do not always notice when quieter, less confident children lose interest, compared to other children who ask and respond to questions. This means that during some larger group times, staff do not always ensure that all children benefit from what is being taught.
- Staff provide opportunities for children to develop their independence through daily routines, such as snack time. For example, children peel their own banana and put their plate in the washing-up bowl when they have finished eating. Staff support children in practising tasks, such as putting on coats. Children show high levels of independence in their play, confidently choosing activities and taking a lead in their own learning. These experiences help to equip children with the independence and abilities needed to thrive in the next phase of their learning.
- Overall, staff know their key children well. They complete ongoing assessments of children's achievements and identify next steps for their learning. However, for some children, the next steps that staff identify are not always developmentally appropriate. Sometimes, they are not specific enough to build on children's existing knowledge and skills, to support them to make the best

possible progress.

- Children with special educational needs and/or disabilities (SEND) are supported well. It is clear to see the warm and trusting relationships that exist between staff and children. Staff work closely with a wide range of external agencies to further support children with SEND, such as health visitors, physiotherapist and inclusion teams. Appropriate plans are implemented to enable children to achieve their best possible outcomes.
- Staff plan environments that encourage children to be physically active. Children build resilience and strength as they test their physical limits on the assault course in the garden. Staff support children to negotiate space and walk in the same direction as their friends. As staff interact with enthusiasm, they encourage children to join in and provide challenges to children's physical ability as they adapt the assault course. Children learn to stretch or jump, further developing their coordination and balance.
- The newly formed leadership team shows commitment and passion in raising the standards for children's learning and care. They continually evaluate the service to provide better outcomes for children. The leadership team listen to staff and have a high regard for their well-being. As a result, staff say that they genuinely love working here. They target training that matches their interests to enhance staff practice and support the children they care for.
- Relationships with parents are strong and trusted. Parents welcome the effective communication. Staff keep parents informed of their children's progress through an online application and daily verbal feedback. Parents value photographs sent to them of their children's accomplishments. This helps parents talk to their children about their day.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- target support more effectively to quieter, less-confident children to help increase their confidence and engagement, particularly during large group activities
- support staff to identify and plan more precisely for individual children's next steps in learning to enable them to make the best possible progress.

Setting details

Unique reference number	253090
Local authority	Nottinghamshire County Council
Inspection number	10380864
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	22
Number of children on roll	91
Name of registered person	Thrumpton Kids Clubs Committee
Registered person unique reference number	RP522504
Telephone number	07494 129198
Date of previous inspection	27 June 2019

Information about this early years setting

Thrumpton Kids Clubs registered in 2003. It is situated in the grounds of Thrumpton Primary School, Retford and is run independently from the school. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold level 5. The setting opens from Monday to Friday, all year round except for 2 weeks at Christmas. Sessions are from 8am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Francis

Inspection activities

- The inspector joined the manager on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the leadership and management team.
- The inspector viewed relevant documentation and evidence of the suitability of staff working in the setting.

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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