Taverham Breakfast and Afterschool club and Playscheme

Unique reference number (URN): 2749593

Address: Nightingale Infant & Nursery School, Nightingale Drive, Taverham, Norwich, NR8 6LA

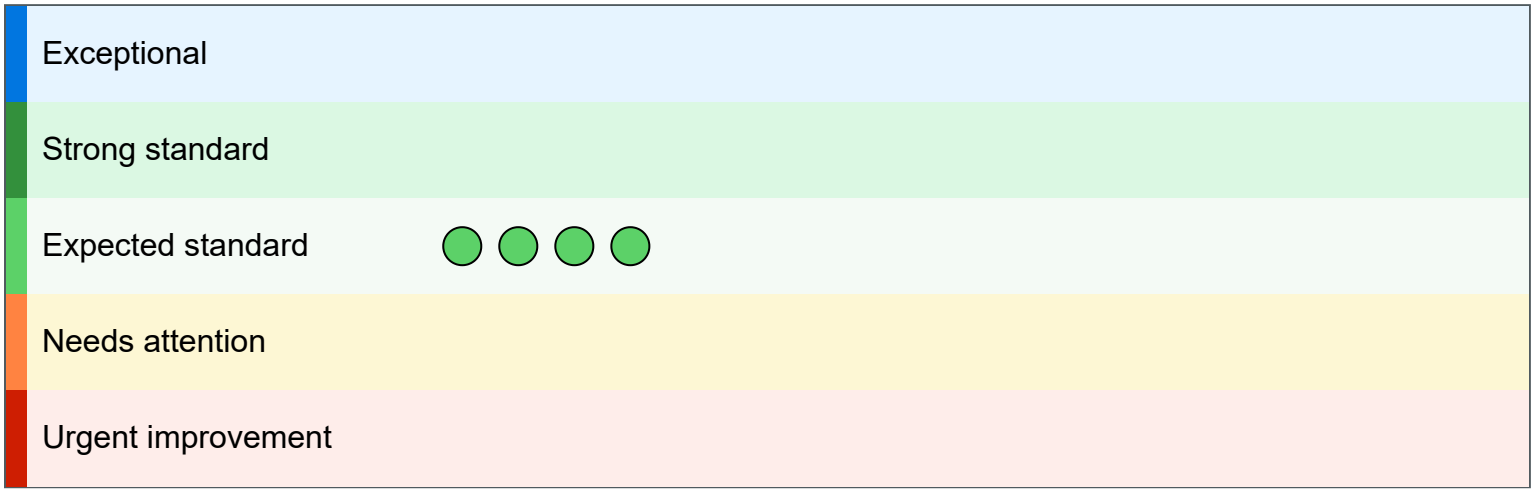
Type: Childcare on non-domestic premises

Registered with Ofsted: 15/08/2023

Registers: EYR, CCR, VCR

Registered person: Kent, Jessica Louise

Inspection report: 11 December 2025



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

Staff work collaboratively with children to establish clear boundaries and expectations in the club. These are displayed prominently on a notice board and used to remind children when needed. Staff model respectful behaviour and children respond positively, showing high levels of respect towards staff and one another. Staff reinforce positive behaviour through praise and reward systems, such as stickers. Children play cooperatively, invite others into their games and share resources willingly.

Staff provide activities that support children's social development, including group games and creative tasks that require taking turns. Children work together with staff to see how long they can make a paper chain to decorate the Christmas tree. Children understand the routines of the club and settle quickly. Staff work closely with families to promote regular attendance, which helps children feel secure. Parents value the club's approach to involving children in making decisions and comment positively on the behaviour expectations and reward systems. Children demonstrate independence in managing their personal needs and belongings. Staff support them to prepare for extra-curricular activities, helping them remember what they need and where they need to be. However, staff do not always teach children different strategies to help them take responsibility for their own schedules.

Children's welfare and wellbeing

Expected standard

Staff promote healthy lifestyles effectively. They gather detailed information about children's dietary and medical needs and ensure this is followed carefully, so that children are kept safe. Children enjoy nutritious snacks, such as a range of vegetables and bread sticks with dips. Snack time is used to promote children's emotional wellbeing, with staff engaging children in conversations about their day and making healthy choices.

Staff adapt routines sensitively to ensure children leaving early for extra-curricular activities still receive their meals. Staff keep children safe when walking to and from school or attending local activities. Parents appreciate the support staff provide to help children manage transitions and their emotional wellbeing. Staff celebrate children's achievements at school with them, which builds their confidence.

Staff provide children with opportunities to relax, play and be physically active, however, opportunities for physical activity are limited. Some children enjoy using the dance mat to develop coordination and movement skills. Staff listen attentively to children and involve them fully in decisions about the club. This promotes children's autonomy and sense of ownership. Staff develop strong, nurturing relationships with key children, they take time to listen and respond kindly. They encourage children to express their feelings in an appropriate way. This helps children feel safe and emotionally secure.

Inclusion

Expected standard

Staff gather information from parents and schools so that they have a secure understanding of children's individual needs and to ensure these are met. Leaders support staff to access relevant training to develop their confidence in supporting children with medical needs or with special educational needs and/or disabilities (SEND). Staff make thoughtful adaptations to ensure all children can participate fully. For example, they provide noise-reducing headphones or adjust routines to give children additional time and space to explore resources. These adaptations help children with SEND to feel included and enjoy their time at the club. Leaders regularly review the support they provide with parents to ensure staff remain well informed and children's needs are met, however, adaptations are not consistently systematically reviewed and adjusted as necessary.

Staff promote a strong sense of belonging for children. They have created a notice board that enables children to share information about themselves, such as birthdays, home languages and cultural backgrounds. Children who speak English as an additional language are encouraged to use both English and their home language. Staff learn key words in children's home languages, demonstrating respect for children's identities and helping families feel valued.

Leadership and governance

Expected standard

Leaders are proud of their popular club, which currently operates a waiting list. They are proud of the care and support they give children. Leaders operate the club from an allocated classroom in the school, and this has strengthened partnership working. Leaders work with the school and other local organisations, such as dance clubs, to improve arrangements for keeping children safe during transitions. Staff share information with teachers to ensure parents receive relevant updates at collection time. Parents speak highly of the care their children receive, particularly praising the inclusive support for children with special educational needs and/or disabilities (SEND). Leaders are thoroughly committed to providing effective care for children with SEND.

Leaders reflect on their provision and seek children's views to inform improvements. They are continuing to develop an effective key-person system to further support children's emotional security. Leaders support staff to access mandatory and some additional training to enhance their knowledge and skills. However, this is not precisely matched to the individual needs of practitioners or consistently monitored to ensure that practice is

continually improving. Despite this, leaders have developed a small, committed team, who prioritise children's wellbeing. Staff report feeling well supported by leaders.

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 arrive at the club happy, confident and eager to take part. They settle quickly to their chosen activities, demonstrating that they feel relaxed and secure. Staff gather detailed information from parents and teachers, which enables them to support children to settle in effectively and encourage them to attend regularly. Staff get to know children well and use

this knowledge to plan activities that reflect their interests and their stage of learning. They encourage and praise children for their achievements at school and at other extra-curricular activities. Staff fully involve children in making choices about their play, including selecting toys and choosing films for the weekly movie night, respecting their preferences. Staff ensure all children are included and valued, including those with special educational needs and/or disabilities.

Staff maintain a strong focus on children's safety. They carry out ongoing risk assessments and work closely with schools and local organisations to ensure children are safe when moving between settings. Staff are vigilant in meeting children's medical and dietary needs, ensuring information is current and that all staff understand emergency procedures. Children enjoy a variety of healthy snacks and staff support children to vote for their favourite snack once a week. Snack time is a sociable occasion, where children chat with staff about their day and home life. Staff promote children's independence well. Children wash their hands, organise their belongings and take responsibility for their personal items. Staff are warm, responsive and consistently engage children in meaningful interactions. Children play cooperatively, take turns and share resources. They enjoy a wide range of activities, including construction, drawing and using the dance mat, and they talk confidently with staff about their play.

Next steps

- Leaders should ensure that training is precisely matched to staff needs and the improvement priorities of the setting and consistently ensure that training is monitored and evaluated to ensure it is having a positive impact on children's outcomes.

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:
Tracy Joyce

About this setting

Unique reference number (URN): 2749593

Address:
Nightingale Infant & Nursery School
Nightingale Drive, Taverham
Norwich
NR8 6LA

Type: Childcare on non-domestic premises

Registration date: 15/08/2023

Registered person: Kent, Jessica Louise

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 09:00,Monday,Tuesday,Wednesday,Thursday,Friday : 15:00 - 18:00

Local authority: Norfolk

Facts and figures used on inspection

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

This data is from 11 December 2025

Children numbers

Age range of children at the time of inspection

4 to 10

Total number of places

30

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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