

Kids Club at Aldermoor Farm

Unique reference number (URN): 2856761

Address: Aldermoor Farm Primary School, 1 Acorn Street, Coventry, CV3 1DP

Type: Childcare on non-domestic premises

Registered with Ofsted: 08/09/2025

Registers: EYR, CCR, VCR

Registered person: Onside Coaching Coventry and East Warwickshire (Childcare & PE) LTD

Inspection report: 16 September 2026

Exceptional	
Strong standard	●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

✓ 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.

Strong standard

Behaviour, attitudes and establishing routines

Strong standard 

There is a harmonious and respectful culture at this out-of-school club. All children are welcome, and the environment is calm and relaxed. Children settle rapidly and build highly positive relationships with staff and each other. Children are chatty and sociable. They are confident to speak to visitors and very vocal in sharing that they really enjoy attending.

Children have excellent manners. For example, they work highly collaboratively with others to share craft resources when making bunting. They go between each other's tables independently to talk about the resources available and make exchanges. Leaders have established a clear routine, which is embedded. Therefore, the pattern of the session becomes familiar to children and they follow this with ease. This has also carefully been deliberately designed with children with special educational needs and/or disabilities in mind, to make sure that they get the most out of attending. Therefore, children's attitudes towards time spent in the club are very positive.

Leaders promote attendance and understand the importance of monitoring this. They always check in with the host school and parents if children who are booked in do not attend their expected sessions. This helps to ensure their welfare.

Expected standard

Children's welfare and wellbeing

Expected standard 

The key-person system is effective. Staff get to know children well and build close bonds with them from the outset. Children develop a sense of community and belonging in attending the club. They mix with children of different ages and learn to express their wants and needs well. This includes children with special educational needs and/or disabilities and those who face barriers to their wellbeing.

Children benefit from time to burn off energy and practise their physical skills with balls, hoops and using physical apparatus outside every session. Staff encourage their independence in choosing what they want to do and ensure close supervision to promote their safety.

Leaders and staff engage children in food-based activities, such as making fruit salads, to promote their understanding of the importance of healthy eating. They provide children with a light snack everyday. However, there is scope for them to review the nutritional benefits of the club menu, which currently consists of some foods that are processed and high in sugar, alongside other more healthy options. This somewhat limits opportunities for children to consistently make their own healthy choices.

Inclusion

Expected standard 

Leaders with special educational needs coordinator responsibilities know children well. Staff typically support children who face barriers to their learning and/or wellbeing, including those with special educational needs and/or disabilities, well. They make adaptations to practice as required to accommodate their needs.

Leaders work well in partnership with the local social care team to ensure children's safety and promote their welfare. They escalate any concerns as required to ensure children and their families benefit from appropriate intervention and support.

Leaders speak to teachers and parents about children's basic needs when they start and find out about any additional needs they have. They use this information to generally follow the same strategies of support, including using visual cues and following a predictable routine. This helps to promote some continuity for children between the club, home and school.

Leaders intend for those with special educational needs coordinator responsibilities to further upskill and attend more targeted training, but these plans are in their infancy. There is also scope for leaders to share more detailed two-way information with the host school about children who have special educational needs and/or disabilities to promote consistently strong continuity between them. This is with particular regard to individualised support plans, including any Education, Health and Care Plan specific to them.

Leadership and governance

Expected standard 

Leaders ensure all staff are suitably vetted, and they benefit from a robust induction to their club roles. Staff receive some suitable training, including safeguarding. Leaders have oversight of how club managers and staff are getting on through regular check ins to ensure their workload is manageable. They consistently promote their managers' and staff's wellbeing and provide them opportunities to build on their skills.

Partnerships with parents are positive. Staff speak to parents at collection and share messages between them and school. Parents comment that their children are settled and happy attending. They speak very positively about their children's level of enjoyment in the club. They explain that their children are well cared for and definitely have fun at this club. Leaders work closely with the host school and are in the process of strengthening these relationships even further. They have also established a close relationship with the local authority, and they take their guidance and advice on board.

Leaders are passionate about their provision and have a clear aim for the future of their club. However, there is room for leaders to involve staff more in reflective practice and future planning to help promote continuous improvement. This is specifically with regards to alerting staff to and gaining their views on changes they intend to implement in the club.

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 well cared for in a secure environment. Children evidently enjoy attending and have positive experiences at the out-of-school-club. They settle really quickly and become familiar with their surroundings, this includes children with special educational needs and/or disabilities. Children are confident to speak out and express their needs, such as when they want to use the toilet. They evidently feel safe in the care of staff within the club.

Children interact well with their peers of mixed ages, and the values of the club in promoting kindness are evident in practice. The structured routine, including a light snack, a planned

activity, outdoor play time and free choice activities, mean children know what is expected of them at all times. This means that children behave very well and are very cooperative during the sessions.

Children are thriving and flourishing at this club. This is because they build warm and friendly relationships with staff. Staff speak to parents and the host school about how children are getting on regularly. This puts them in a positive position to contribute to and complement their learning. For example, staff make use of craft activities to encourage children to spell out and write their names on their work. This helps to strengthen the literacy skills they are expected to learn in reception and secures their ongoing achievement.

Next steps

- Leaders should support those with special educational needs coordinator responsibilities to further upskill and share more detailed two-way information with the host school about children who have special educational needs and/or disabilities.
 - Leaders should review the nutritional benefits of the club menu and provide more opportunity for children to make their own healthy choices.
 - Leaders should involve staff more in reflective practice and future planning relating to changes they intend to implement in the club.
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About this inspection

The inspector spoke with leaders, staff, children and parents 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:

Josephine Heath

About this setting

Unique reference number (URN): 2856761

Address:

Aldermoor Farm Primary School, 1 Acorn Street

Coventry
CV3 1DP

Type: Childcare on non-domestic premises

Registration date: 08/09/2025

Registered person: Onside Coaching Coventry and East Warwickshire (Childcare & PE) LTD

Register(s): EYR, CCR, VCR

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

Local authority: Coventry

Facts and figures used on inspection

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

 This data is from 16 September 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

25

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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