

Inspection of Windmill Primary After School Club

Margaret Road, Headington, Oxford, Oxfordshire OX3 8NG

Inspection date:

24 March 2025

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children demonstrate that they are happy and feel safe in this after-school club. They benefit from a welcoming environment, where staff organise activities for them to enjoy. Staff take account of the children's ideas and interests when planning the sessions. They reflect and include children's suggestions from questionnaires, where possible. Children quickly become engaged in the vast range of activities. They particularly enjoy the creative activities provided for them. For instance, some children show good concentration skills as they spend time drawing pictures and creating models from construction.

Children of all ages play well together and alongside their friends. They are happy to share, take turns and help others when needed. Staff support the children to understand the club's rules and boundaries and children listen, respond and follow these well. Children have many opportunities to be physically active. Staff ensure that all children access the outdoor area daily to support their health and well-being. Staff engage and support children's self-chosen play well. For example, they play ball games with the children, and they supervise and support the children's moving and handling skills as they learn to take safe risks when using the climbing apparatus.

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

- The management team work well with the staff to maintain a cohesive approach to keeping children safe. They ensure that staff are effectively deployed to meet the needs of the children and to cover all areas of the setting. Staff keep in regular contact with each other. For instance, they use two-way radios to communicate to each other to ensure that information is shared effectively.
- Children concentrate well as they play together. They are seen to play happily and show good enjoyment and levels of engagement. Staff support children's play well and, overall, they communicate purposefully with them to support their imagination, ideas and play further. For example, they talk to children about what they are using to decorate their biscuits, and they chatter to them about their role play with small animal models.
- Children benefit from a good amount of space inside and outside of the school. The children are grouped together as per their ages, which helps them to build on strong friendships made at school. The key-person arrangements are effective and all early years children benefit from learning and care that is tailored to meet their individual needs.
- Staff support children in their developing independence skills well. For example, children make choices in their play and are encouraged to do as much as possible for themselves. For instance, younger children are taught the skills to

put on aprons before participating in 'cooking' activities, in addition, all children choose and serve their own snack. Good health and hygiene routines are maintained by the staff and children, which contributes to their overall well-being.

- Partnerships with parents and school are effective. Staff communicate efficiently with the teachers and parents to ensure continuity in children's care is maintained. Parents speak positively of the club, staff and the activities provided for their children. They state that their children are happy, settled, confident and safe.
- The management team support the staff well and provide sufficient development opportunities. Staff comment that they are happy working at the club, and they feel well supported and valued. Staff receive six monthly supervisions and yearly appraisal meetings. However, these are not always targeted accurately enough on coaching and mentoring to help identify and address improvements needed to staff practice. Staff have regular opportunities to talk to the management team about the children, activities and club ethos.
- The management team have effective risk assessments in place to ensure that all activities are safe and that all areas used are suitable. Effective procedures are in place for adults collecting children from the school and when parents collect, this helps to ensure children's safety. Good recruitment procedures are in place to ensure that staff working with children are suitable to do so.

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	EY277198
Local authority	Oxfordshire
Inspection number	10388283
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 11
Total number of places	90
Number of children on roll	165
Name of registered person	Windmill Primary School After School Club Committee
Registered person unique reference number	RP904759
Telephone number	07967631751
Date of previous inspection	4 July 2019

Information about this early years setting

Windmill Primary After School Club opened in 2003. It operates from three rooms within the school. It is situated in Headington, in Oxford. The club is open each weekday from 3.05pm to 5.30pm during term time. Only children who attend the school are accepted at the club. The club employs 17 members of staff. Of these, nine hold appropriate early years qualifications.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The inspector assessed how well leaders and staff understand and implement the setting's policies, including how they support children's experiences.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The leader and the inspector completed a joint observation of an activity together and discussed the impact of this for the children afterwards.
- The inspector reviewed relevant documentation, including staff suitability and the arrangements for paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for the future.
- The inspector observed staff practice and children's experiences across a variety of activities.
- The inspector spoke to parents and took account of their views.

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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