

Inspection of Meersbrook Park After School Club

The Pavillion, Meersbrook Park Road, Sheffield S8 9FP

Inspection date:

5 September 2025

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

**This
inspection**

Met

Previous
inspection

Not Met (enforcement)

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and ready to engage at this welcoming after-school club. They show how they feel safe as they greet their friends, visitors and staff warmly on arrival. Children approach staff for comfort and to have their needs met. They show how they know the routine as they wash their hands and sit down at the table to enjoy a healthy snack. Children wait patiently for their friends to finish before they leave the table. They are happy and beaming with confidence in this club.

Children's behaviour is good. Older children support younger children when they come into the setting to hang their coats up and place their book bags in tubs. Children ask their friends to join in play as they make space for them to sit at the table. All children are kind and caring towards each other. They are respectful of their friends and staff. Children build meaningful relationships.

Children quickly engage in play of their choice. Staff teach children how to use hula hoops. They laugh as they learn how their body moves. Children persevere until they learn the skill. Staff engage in children's play, talking about real life situations. They create scenarios as children engage in role play with dolls. They are appropriately placed to engage in children's play. This allows children to take risks and engage in their interests in a safe environment. Children work together as they engage in parachute play. They develop social skills and coordination.

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

- Children's views are used to develop the after-school club's behaviour management. Children gather to share their thoughts, ideas and influence decision making. They create snack time rules. Children take ownership of their play and education with adult guidance. They follow rules and remind their friends 'no running inside'. Children talk about the reward system. Children are listened to.
- Staff engage children well in interesting activities. When children choose their favourite activity staff engage and support their learning. For instance, children create artwork using small beads. Staff encourage children to sort beads into colour. They count with children as they place beads and make patterns. Staff complement what children are learning at school. Children develop their small-muscle skills and hand-eye coordination.
- Children are encouraged to develop their imagination as they play with toy robots and spaceships. Staff teach children how to manipulate robot transformers. Children twist and turn moving parts to create different robots. Children are deeply engaged.
- Staff teach children how to play table football. They teach them about strategies

and talk about their quick reflexes. Children excitedly cheer when they score. Staff encourage them to count, talking about more and less. This helps children to practise the mathematical skills they are learning in school.

- Children have opportunities to further their independence. Staff encourage them to meet their own personal care needs. All children routinely wash their hands before snack times. Staff stand outside the bathroom door, providing verbal support when needed. Children take responsibility for their own belongings. They tidy-up toys when an activity is finished. This enables children to secure their existing skills.
- Staff encourage children to be creative. They support children's drawing skills by helping them to create separate drawings of heads and body parts on separate pieces of paper. Children then mix the drawings up to create funny pictures. Children laugh with their friends as they talk about their drawings, learning is fun.
- The manager has worked hard to make improvements to the setting. There are robust recruitment and induction procedures in place to help to ensure that staff are suitable to work with children. Staff complete mandatory training, such as paediatric first aid, and safeguarding. They say that they find their role 'rewarding' and enjoy working at the club.
- The manager is developing relationships with the schools that children also attend. Staff speak to the special educational needs coordinator in school to gain information about children's individual needs. This helps to ensure that children with special educational needs and/or disabilities are fully supported in the setting. The manager and staff liaise with teachers during collection to continue to support children's care and education. This provides staff with information on how children's days have been in school.

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	300821
Local authority	Sheffield
Inspection number	10378302
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	42
Number of children on roll	106
Name of registered person	Meersbrook Park After School Club Committee
Registered person unique reference number	RP904761
Telephone number	07462 783181
Date of previous inspection	5 November 2024

Information about this early years setting

Meersbrook Park After School Club registered in 1995. The club employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, three at level 3 and one has qualified teacher status. The club opens Monday to Friday, term time only. Sessions are from 7.30am to 8.30am and from 3pm to 6pm. A holiday playscheme also runs during the first two weeks of the summer holidays.

Information about this inspection

Inspector
Jackie Ward

Inspection activities

- The inspector observed the interactions between staff and the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting and staff with the inspector.
- The manager spoke to the inspector about children's learning and development.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the after-school.

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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