

Inspection of Club St Michael's

St Michael and All Angels Church Hall, Gordon Hill, Enfield, Middx EN2 0QP

Inspection date:

18 July 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are warmly welcomed into the setting on arrival. The club is a 'home from-home' as children enjoy a family feel environment and their well-being is consistently high. Children have a strong sense of belonging, are exceptionally happy and wear huge smiles. Children engage in activities as soon as they arrive. For instance, children demonstrate creativity as they make colourful bracelets using elastic bands. This activity encourages them to explore patterns and express their ideas while developing their fine motor skills. As they carefully twist and loop the bands, they strengthen finger control and hand-eye coordination, supporting their overall physical development.

Good manners are encouraged, and children are polite to adults and each other. Children form close bonds together and are extremely caring. Children benefit from opportunities to develop their social interactions and form positive relationships with others. Older children in breakfast club help younger ones to play board games. Children of all ages mix and play happily together. They build relationships with their peers and become familiar with other adults. Children understand and follow routines. They know what to do next, such as when to tidy away. Transitions between activities are well managed. Children are polite and show consideration and respect for others. There are high expectations for behaviour in the setting. Behaviour is very good.

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

- The atmosphere in the well-managed breakfast club is very calm and children are happy to attend. The activities on offer are a good mix of those children have requested, and children's interests. Mark-making opportunities and books are always available as children often choose these. The broad range of games and activities are suitable for children's different ages and stages of development. There is a real purposeful buzz in the room.
- Children benefit from meaningful and purposeful learning experiences that are tailored to their interests and developmental needs. Staff use their in-depth knowledge of the children to plan and deliver engaging activities that support all areas of learning. For example, during a game of table football, children practise and strengthen their hand-eye coordination, spatial awareness, and fine motor skills, all while having fun.
- Staff are skilled at making learning relevant and relatable, encouraging children to connect their play to real-life experiences. They actively engage in conversations with the children, asking thoughtful questions and making links to familiar contexts, such as playing football with family or watching matches. This approach helps to deepen children's understanding, promote meaningful

communication, and enhance their sense of identity and belonging

- Staff want children to be independent. They plan for children to manage tasks, such as going to the toilet and handwashing, by themselves. Children have sufficient time to complete tasks for themselves. Without staff intervening too quickly. Staff offer support as and when needed. Children are encouraged to persevere at tasks that support their growing independence.
- Staff actively teach children about healthy foods and lifestyles. Children are offered nutritious breakfasts and drinks that meet their individual dietary needs, including fruit, toast with honey, and cereal with milk. Staff use these opportunities to discuss the importance of healthy eating, helping children understand how food fuels their bodies. Children begin to make positive choices and show a growing awareness of how to take care of their health and well-being.
- Children of all ages form close relationships and are consistently kind and considerate towards one another. Their behaviour is positive, and they show respect for both their peers and staff. Older children naturally take on nurturing roles, such as helping younger ones to create models using magnetic construction materials. They offer guidance and encouragement, promoting teamwork and cooperation. These interactions help foster a warm, inclusive environment where all children feel valued and supported.
- Staff actively promote children's awareness of personal safety. Before leaving for school, children are reminded of the walking route and safety expectations. They are paired with walking buddies, wear high-visibility jackets, and walk in pairs to ensure maximum safety. Staff give clear instructions and reinforce road safety rules, such as stopping at crossings, listening carefully, and following adult direction, helping children develop a strong understanding of how to stay safe in the community. Staff deployment is good, as staff base themselves at the front and back of the line. They complete further headcounts on arrival at the school. This helps to ensure children's safety.
- Parents are very happy with the care their children receive. They comment that the children say that they 'love' coming to the club. They have no concerns about safety at the setting and feel their children are having a good time. Staff communicate effectively with parents about how their child is getting on and ensure that they know how to share their views.
- Leaders have regular peer on peer supervisions, and staff feel supported in their work. They provide time on a regular basis for catch ups and well-being discussions. This is in addition to planned annual discussions. This helps to ensure that they meet staff training needs and support the continued growth and development of the setting.

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	EY478992
Local authority	Enfield
Inspection number	10398999
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	45
Number of children on roll	80
Name of registered person	J&L Out of School Ltd.
Registered person unique reference number	RP907340
Telephone number	07710 393078
Date of previous inspection	15 November 2019

Information about this early years setting

Sherpa Kids St Michael's Enfield registered in 2014. The club operates from St Michael and All Angels Church Hall in Enfield, Middlesex. The breakfast club runs from 7.45am to 8.45am every weekday during term time only. The provider employs five staff, including a manager. Of these, two hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- Staff and provider spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

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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