

# Acomb Out Of School Club 2 trading as The Playden

**Unique reference number (URN):** EY493889

**Address:** Our Lady Queen of Martyrs RC Primary School, Hamilton Drive, YORK, YO24 4JW

**Type:** Childcare on non-domestic premises

**Registered with Ofsted:** 09/09/2015

**Registers:** EYR, CCR, VCR

**Registered person:** Acomb Out of School Club Limited - trading as The Playden

## Inspection report: 7 May 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

### Children's welfare and wellbeing

Strong standard 

Staff supervise children very well at snack time and are particularly vigilant for those with allergies or medical needs. There are stringent procedures for managing dietary requirements and staff attend training so they can respond in an emergency. Children feel safe and supported during routines.

Healthy lifestyles are a priority in the club. Children develop a secure understanding of how to keep safe and healthy. They choose fresh fruit and vegetables and talk about the nutritional benefits of different foods when they look together at the 'healthy plate' pictures they have made. Children take part in movement sessions and enjoy outdoor play, which keeps them active and engaged. Staff provide cosy spaces for children who have had a busy day which helps them to rest and recharge.

Children's emotional wellbeing is fully considered. Staff plan precise ways to support children to share and manage their feelings. They provide special breakfast sessions for children who may feel anxious about their school day, which helps them feel calm and ready. Children show emotional security and approach staff with confidence. Staff have in-depth knowledge of each child's prior experiences, needs and preferences. They notice when children need support and respond quickly. Children thrive in this caring and inclusive environment where their welfare and wellbeing are prioritised.

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## Expected standard

### Behaviour, attitudes and establishing routines

Expected standard 

Leaders set clear expectations for behaviour and routines which helps children to feel secure. Staff work with children to develop their own 'golden rules', which helps them to

understand why positive behaviours are important and develop responsibility. Overall, staff give clear instructions and reminders of the rules. At times, they do not ensure that boundaries during some routines are consistent. Children, occasionally, do not fully understand staff's expectations, for example, when they can leave the snack table to go and play.

Children show positive attitudes to play and arrive keen to join in. They follow some familiar routines such as lining up, washing hands and joining their friends at the table. They work together, negotiate and resolve minor disagreements well, which strengthens their social confidence. Children talk to each other about their work and show interest in their friend's ideas. This supports the positive relationships they form with one another. They concentrate well during creative tasks and show pride in what they can do. Measures are in place to help children who could not otherwise attend, which ensures that all children can access the club. Leaders and staff support good attendance, both in the club and at the host school. Children enjoy the routine of breakfast and start their day calmly and ready to learn.

Occasionally, some staff supervise rather than join in, and do not always notice quickly when children briefly disengage or become restless. Leaders are working to ensure that staff are consistently attentive across the group.

## **Inclusion**

**Expected standard** 

Leaders and staff know children well. They work closely with school staff to share information, which ensures children experience consistent support. Staff identify children who may need additional help. They make thoughtful adjustments such as offering quieter spaces, extra time to complete tasks or increased adult support. Close supervision and support is in place for children with higher needs, which enables them to attend and take part fully.

Children with special educational needs and/or disabilities are included in all activities. Staff adapt routines and resources so every child can join in. This helps children to develop independence and succeed during tasks. Generally, children with shorter concentration spans are supported sensitively by staff who encourage their concentration and focus. Staff understand individual needs and adjust expectations which helps children to feel understood and relaxed in the club. Children build friendships, join group play and feel part of the group.

Leaders use funding to widen children's experiences. Children benefit from trips, such as visiting an alpaca retreat, and look forward to the development of a sensory garden which will provide a calm and accessible outdoor space. Staff encourage children to learn about other's experiences by celebrating festivals and sharing stories from around the world. This helps children to understand and celebrate difference and what makes them unique. Parents value the communication between school and the club which ensures children's needs are met consistently and families feel supported.

## **Leadership and governance**

**Expected standard** 

Leaders maintain strong links with school staff, which helps to ensure that children experience consistent support across both settings. They meet regularly to discuss children's needs and plan a shared approach to support them. Leaders support staff well to

compliment what children learn in school and to encourage positive attitudes and behaviours.

Leaders review their provision and update their policies to ensure that they are meeting children's needs and protecting their welfare and wellbeing as well as they can. Leaders prioritise staff wellbeing, offering regular check-ins and opportunities for staff to discuss their workload. They reflect on practice and identify where staff confidence and skills vary. They offer support and learning opportunities for all staff to build on their knowledge and skills. Staff morale is high, and they enjoy working here.

Partnerships with parents are very well embedded, They speak highly of the club, particularly praising staff for 'fantastic communication' and skilful adaptations to ensure that all children are included. Leaders use funding to widen children's experiences and plan improvements such as the development of a sensory garden. They remain committed to ensuring the club continues to meet the needs of all children.

Those with governance failed to inform Ofsted of a new trustee. This was rectified quickly. There has not been an impact on children as the person did not have contact with them.

## **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
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### **What it's like to be a child at this setting**

Children arrive happy and confident and settle quickly into familiar routines. They greet staff warmly and move straight into play, showing that they feel secure. Children choose from a wide range of activities and follow their interests with enthusiasm. They build models, create patterns, draw pictures and talk proudly about what they have made. Children enjoy learning about festivals and stories from around the world which helps them understand difference and develop a sense of belonging in their diverse community.

Children build trusting relationships with staff and share experiences from home, knowing that they will be listened to with genuine interest. They talk about their feelings during reflection time and take part in 'Feel Good Fridays' which helps them to develop emotional awareness. At breakfast club, children take part in movement sessions which help them feel ready for the school day. After school, children who have had a busy day use cosy spaces to rest and recharge. Children who prefer to be active have plenty of choice and join in outdoor play confidently.

Children feel listened to and valued. They make their own club rules, such as 'be kind to our friends' and 'respect others' choices'. They negotiate turn taking and resolve minor disagreements well which strengthens their confidence in social situations. Children with special educational needs and/or disabilities take part in all aspects of club life and build friendships. They access quieter spaces and benefit from extra time when they need it, which helps them feel included. Parents value the communication between school and the club which supports children's continuity of care.

Children behave well, show pride in their work and enjoy being with their friends. They often attend by choice, rather than parents' needs for childcare. Children feel safe, valued and are able to flourish here.

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## Next steps

- Leaders should give staff clearer guidance about the expected level of interaction so that children experience more consistently attentive support.
  - Leaders should support staff to give children more clear and consistent messages about expectations during routines.
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## About this inspection

The inspector spoke with staff, parents and children 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.

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### Inspector:

Clare Wilkins

## About this setting

**Unique reference number (URN):** EY493889

### Address:

Our Lady Queen of Martyrs RC Primary School  
Hamilton Drive  
YORK  
YO24 4JW

**Type:** Childcare on non-domestic premises

**Registration date:** 09/09/2015

**Registered person:** Acomb Out of School Club Limited - trading as The Playden

**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, Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

**Local authority:** York

# Facts and figures used on inspection

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

 This data is from 7 May 2026

## Children numbers

Age range of children at the time of inspection

**3 to 11**

Total number of places

**80**

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## 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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