

The First Class Kids Club

Unique reference number (URN): 2791280

Address: Gidea Park Primary School, Lodge Avenue, ROMFORD, RM2 5AJ

Type: Childcare on non-domestic premises

Registered with Ofsted: 24/05/2024

Registers: EYR, CCR, VCR

Registered person: The First Class Kids Club Limited

Inspection report: 3 July 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 ●

Leaders and staff create a highly consistent and nurturing environment, where children feel secure, respected and ready to engage with what is on offer. Their actions have a clear and positive impact on children's behaviour, attitudes and daily routines. Expectations are well established and understood by all children, including those who require additional support. Staff build warm, trusting relationships that help children feel confident in following routines and boundaries that are in place. Leaders promote the importance of good attendance, working closely with parents and the on-site school to follow up any unexplained absences promptly.

Staff use consistent behaviour management strategies that help children understand what is expected of them. As a result, children demonstrate positive behaviour and attitudes throughout the session. They form warm, trusting relationships with each other, sharing activities and resources with respect.

Group games and activities are led thoughtfully, ensuring every child is included and able to participate at a level that suits their confidence and needs. Staff encourage all children to take part and have a go at what is on offer, celebrating every attempt, no matter how small. This helps children understand that trying new things is important and supports the development of resilience and self-help skills as they learn to approach challenges with increasing confidence.

Children's welfare and wellbeing

Strong standard ●

Children feel safe and secure because leaders and staff prioritise their welfare and wellbeing. Throughout the session, staff are organised and deployed effectively to maintain a calm, structured atmosphere, where children are ready to engage. Secure, trusting relationships underpin children's positive experiences. They form warm attachments with staff, who know them well and help them feel confident to explore, play and express themselves. For children who need an adapted transition from school, staff observe sensitively from a distance and intervene gently, when needed, taking time to get down to the child's level and respond to their cues. Children react positively to this calm, attuned support, engaging with staff and communicating their needs with increasing confidence.

Daily routines such as eating, handwashing and transitions are well established. Adults facilitate thoughtful conversations, where children discuss the importance of eating well and consider which foods are healthy for them. They talk about the changes that are happening in individual children's lives, encouraging them to share their worries and helping them ease any concerns they may have, for example moving to a new class after the holidays. This helps children to develop emotional security and build confidence in expressing their feelings. Children are confident to ask for their favourite games and resources and share that they feel comfortable letting staff know if they are worried or upset.

Inclusion

Strong standard 

The setting demonstrates a strong commitment to inclusion, ensuring that vulnerable children are fully included. Staff provide calm, consistent support that helps children feel safe, settled and confident. They work closely with parents and the on-site school to ensure they are assessing and meeting the needs of each child before they start with them. Leaders take a sensitive approach to transitions, encouraging children who may find change difficult to begin on quieter days. This gradual introduction helps them feel secure and supports their emotional wellbeing. Staff offer consistent praise and reassurance throughout the session, helping children relax and build confidence. Staff undertake specialist training so that children with medical needs can attend confidently and without restriction.

Provision is thoughtfully adapted so all children feel welcomed and able to participate. Through establishing secure, trusting relationships, staff provide steady guidance and emotional reassurance, helping children feel safe, confident and happy. Staff understand each child's needs and identify activities and resources that motivate and engage them. Throughout the afternoon, staff offer consistent praise and encouragement, reinforcing children's confidence and sense of belonging. Leaders describe the club as 'one big family' and a 'home-from-home' for children, reflecting the warm, inclusive culture that underpins daily practice.

Leadership and governance

Strong standard 

Leadership and governance are highly effective, driven by a clear vision and ethos that places children's welfare at the heart of practice. Leaders advocate firmly for the needs of every individual child, ensuring practice reflects the belief that 'some children see the world differently', so provision must adapt accordingly. They maintain a balanced approach, offering both child-led and adult-led experiences, with the environment carefully organised to promote free-flow play, where all children can participate fully and confidently in activities of their choosing.

Staff wellbeing and workload are considered thoughtfully, enabling staff to remain attentive, responsive and fully engaged with children throughout the session. Leaders invest in continued professional development, ensuring staff develop skills in inclusion and behaviour management.

Leaders foster a strong sense of belonging and community. They work closely with families, offering guidance, when needed, and ensuring children feel valued, understood and well cared for. Parents speak highly of the staff team, praising the warm relationships, excellent communication and the care and compassion shown to their children.

Leaders demonstrate a reflective approach to assessing the quality of the provision and its impact on children. They continually seek ways to improve practice and strengthen engagement with families. For example, they recognise that gathering parent feedback could be enhanced and are exploring additional methods to do this, so all parents can contribute meaningfully. This commitment to ongoing progress shows leaders' strong capacity to drive forward improvements and ensure the setting continually evolves in response to children's needs.

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 greeted warmly as they are collected by staff from the on-site school, which contributes to a secure transition to the after-school club. Children arrive eagerly, put their belongings away independently and move confidently into an environment, where staff have prepared engaging resources based on what they know children enjoy. The calm atmosphere continues throughout the session, giving children a sense of security, helping them feel safe and settled. Children are given choices in shaping their afternoon, whether

relaxing and talking with friends, completing homework together, or joining free-flow activities. Physical play and outdoor play are prioritised because staff understand the value it has on children unwinding after school.

Children are fully engaged in what is on offer, because activities are varied, and shaped around their needs and interests. They enjoy cultural celebrations and team sports that help them build confidence and strengthen friendships. For example, they learn about the flags of their native countries and of their friends, helping them understand their identity and appreciate the different cultures within their community. Staff ensure children are happy and healthy, offering freedom within a safe environment, where individuality is valued.

Children build strong social skills as they play together. They take turns, show respect and share excitement during group activities. Their interactions are warm and cooperative, and they learn from one another as well as from staff, who are always close by to support. Staff model positive language throughout the afternoon, helping children develop their social skills. They consistently encourage children to share their ideas and problem solve together, helping them grow their confidence in social situations. Overall, this is a setting where every child is supported and cared for.

Next steps

- Leaders should sustain their work to ensure continued improvement and high standards, including strengthening methods for self-evaluation.
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About this inspection

The inspector spoke with the registered individual and the setting's leaders 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:

Rehema Essop

About this setting

Unique reference number (URN): 2791280

Address:

Gidea Park Primary School
Lodge Avenue
ROMFORD
RM2 5AJ

Type: Childcare on non-domestic premises

Registration date: 24/05/2024

Registered person: The First Class Kids Club Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 03:00 - 06:00

Local authority: Havering

Facts and figures used on inspection

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



This data is from 3 July 2026

Children numbers

Age range of children at the time of inspection

5 to 11

Total number of places

45

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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