

# Tranmere Out of School Club

**Unique reference number (URN):** EY318901

**Address:** Tranmere Park Primary School, Ridge Close, Guiseley, Leeds, West Yorkshire, LS20 8JJ

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

**Registered with Ofsted:** 18/01/2006

**Registers:** EYR, CCR, VCR

**Registered person:** Rhodes, Sarah

## Inspection report: 12 November 2025

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 ●

Staff have implemented rules and routines that support children to know what is expected of them. The club follows the same behaviour management approach as the school it is located within, to ensure consistency for children. Leaders regularly meet with school staff to receive updates and share information. Children demonstrate excellent behaviour. They immediately follow instructions given by staff in a calm and efficient way. It is clear routines are embedded and well understood. The rules are followed at all times.

Staff and children respect each other. This is evident in the genuinely warm interactions between staff and children. Children demonstrate they feel safe as they play contentedly and express themselves. They settle into the activities provided and play cooperatively with each other. Children remain engaged in activities for prolonged periods of time. They chat with each other and use manners when asking for items. Children are very confident. They ask questions and express their views.

Leaders take attendance seriously. If children do not attend, leaders have specific procedures in place to ascertain their whereabouts. This includes liaising with school staff to share information, ensuring children's safety.

### Inclusion

Strong standard ●

Leaders make sure that children with special educational needs and/or disabilities (SEND) are consistently supported to fully access all activities provided. Staff quickly implement interventions and strategies to support children that require additional support. For example, staff use visual timetables and choice boards to support understanding. Sensory toys and spaces are provided for children that have sensory needs. Leaders create intervention plans, such as ensuring children have a quiet start to the session, a buddy or a plan in place to make friends.

Leaders have ensured that staff have the right skills to support all children. Staff take part in training linked to the specific needs of children attending. Leaders seek support and advice from school staff and external agencies. They meet termly with staff to discuss the ongoing needs of children with SEND and to consider and review the support they need.

Staff have high expectations for all children and children with SEND consistently manage their behaviour and emotions very well. Leaders liaise closely with parents to meet children's needs. For example, they attend meetings with parents and specialist staff to find out more about specific conditions. Parents speak very highly of the staff team and the way that all children are included and valued as individuals.

## Leadership and governance

Strong standard 

Leaders are passionate about achieving high standards for children. They self-evaluate annually and hold staff appraisals. Leaders monitor staff interactions with children and staff have opportunities to give each other feedback on their practice. This helps to increase professional skills. Leaders are clear about the areas they need to focus on to continue to enhance the club. They are currently implementing a new club council in order to further develop the way they take account of children's views and opinions. This thorough self-evaluation and professional development cycle helps leaders to create an environment that strengthens the club motto, 'Come as you are and leave as family.'

Leaders ensure the setting is well organised and staff conduct and communication are highly professional. This ensures the large after-school club runs very smoothly. Leaders consistently seek the opinion of parents and communicate with them regularly. Parents appreciate the monthly newsletters sent out by leaders. Staff state that they are happy working here and feel well supported. They understand their roles and responsibilities and feel appreciated by leaders.

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## Expected standard

### Children's welfare and well-being

Expected standard 

Leaders cater for children with dietary and allergy requirements very well. They collect detailed information when children first join the club. This is regularly reviewed. During mealtimes, children sit sensibly and chat quietly. Staff sit alongside children and food is appropriately prepared to help avoid potential choking. Children are independent in managing their personal hygiene needs. However, staff do not encourage children to be as independent as they could be in making choices about the healthy foods provided.

Staff greet children warmly. They consistently give their full attention to children, developing secure relationships. Parents often collect later than they need to so that children can stay longer and have more time to play. All parent feedback is positive and makes reference to the close relationships between staff and children. Parents say this club really supports their children's emotional wellbeing. When staff are concerned about children's wellbeing, they discuss this with parents and adapt routines or staff support. If children are unsettled on entry, leaders provide access to a quiet space so that they can transition into the club happily.

## ✔ **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 demonstrate they feel valued and safe in this setting as they play happily alongside their friends. Staff have a robust knowledge of the children in their care. They ensure all children, including those with special educational needs and/or disabilities, prosper in the setting. Children say staff are kind and take care of them. All children take part in the wide-ranging activities on offer within the secure environment.

Children behave very well in this after-school club. They immediately follow instructions and consistently listen carefully to each other and the adults looking after them. Staff show the utmost respect for children and this helps children to develop essential social skills, such as sharing and turn-taking. Children exhibit behaviours that show maturity. For example, as

they interrupt a group of children they politely say, 'excuse me'. Leaders are currently developing new ways to further improve the club, by setting up a club council to collect children's views.

Children take pleasure in spending long periods of time engaged in play. Staff support children through sensitive interactions, helping them to connect ideas. For example, they help children to think about kindness and model how to write letters as they create kindness messages.

Children demonstrate high levels of confidence. However, they do not have enough opportunities to make independent selections from the range of healthy foods provided or develop their independence skills to the best possible level. For example, staff sometimes carry out procedures that children could do for themselves.

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## **Next steps**

- Leaders should consider and review the after-school club's routines in order to further enhance opportunities for children to be more independent in making healthy food choices.
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## **About this inspection**

The inspector spoke with staff and 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.

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### **Inspector:**

Ginny Robinson

# About this setting

**Unique reference number (URN):** EY318901

**Address:**

Tranmere Park Primary School  
Ridge Close, Guiseley  
Leeds  
West Yorkshire  
LS20 8JJ

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

**Registration date:** 18/01/2006

**Registered person:** Rhodes, Sarah

**Register(s):** EYR, CCR, VCR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 08:50, Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 17:45

**Local authority:** Leeds

## Facts and figures used on inspection

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

 This data is from 12 November 2025

### Children numbers

**Age range of children at the time of inspection**

**4 to 11**

**Total number of places**

**70**

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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 standards expected of them.

## Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards 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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