

# The Newcroft Club

Unique reference number (URN): 2767496

Address: Newnham Croft Primary School, Chedworth Street, CAMBRIDGE, CB3 9JF

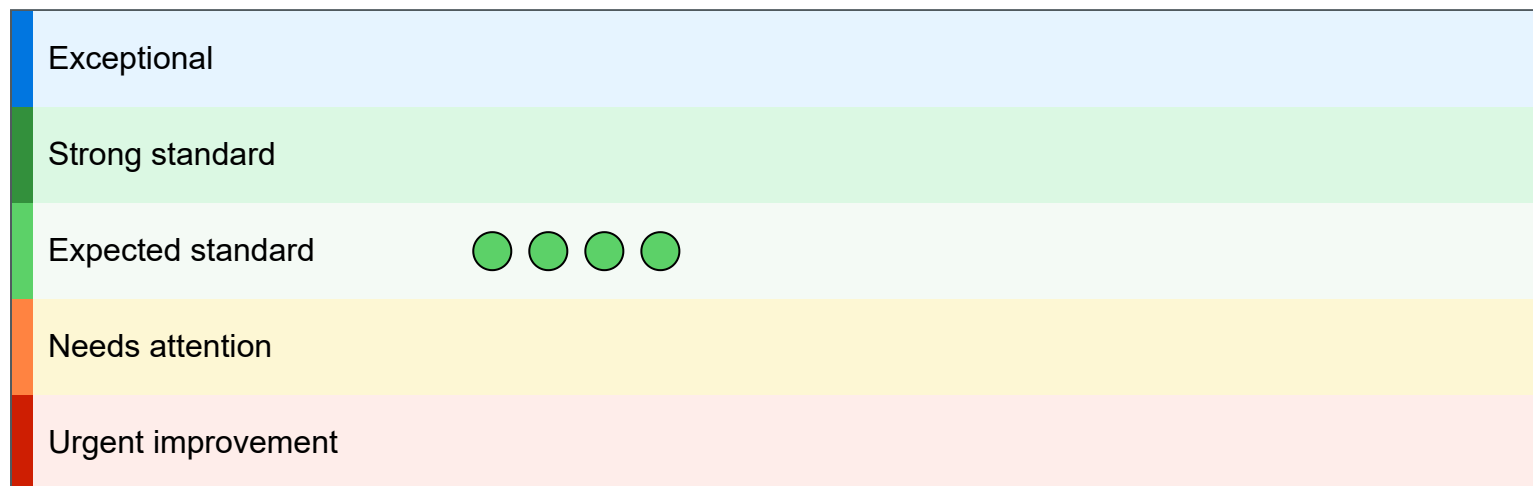
Type: Childcare on non-domestic premises

Registered with Ofsted: 05/12/2023

Registers: EYR, CCR, VCR

Registered person: The Newcroft Club Ltd

## Inspection report: 30 April 2026



### 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.

## Expected standard

### Behaviour, attitudes and establishing routines

Expected standard 

Leaders ensure staff consistently promote the clear ethos embedded in the club. Children are encouraged to play and explore to help satisfy their curiosity. This, in turn, allows children's creativity to flourish. Staff act as positive role models, and the respect and kindness they demonstrate are reflected in children's own attitudes and behaviour. Staff also take time to explain simple rules that are in place to keep everyone safe. As a result, children behave very well, show consideration for others, and are keen to help.

Staff encourage children to make choices for themselves, such as deciding where they would like to play within the defined areas of the club. Children quickly join in with their peers, happily share ideas, listen to one another, and work well together. They are familiar with the established routines, such as hanging up their coats and bags on arrival and washing their hands before eating. Children are keen to have their snack as soon as they arrive at the club. At times, this routine is a little hectic and not always effectively managed. In turn, there are occasions when children do not receive the full attention from the busy staff to help them manage the transition from arrival to eating in a calm environment.

Leaders work in close partnership with the host school to ensure children's absences are accounted for. During holiday time, leaders ensure any unplanned absences are swiftly followed up on to help ensure children are safe. Staff build clear communication methods with parents. This contributes to the positive relationships they form to help promote high levels of attendance.

### Children's welfare and wellbeing

Expected standard 

Leaders work hard to create a safe and welcoming environment for children to play and explore within. They ensure there are spaces for children to socialise, relax and create along with wider open spaces for physical play and exercise. Staff build solid, trusting relationships with children. They find out about what children enjoy doing and their interests, helping to shape sessions and strengthen their positive interactions with children.

Leaders promote strong working partnerships with school staff, relevant outside agencies and parents. Any changes in children's circumstances, both at home and in school, that may impact how children feel or behave in the club are communicated to staff. This helps staff identify when to take time to check in on how individual children are feeling. They typically support them to manage their emotions, helping children find ways to feel ready to join in activities and play with their friends. This helps children feel valued and safe.

### Inclusion

Expected standard 

Leaders ensure that relevant information is gathered for each child. This enables staff to plan effectively so that children can access the full range of resources, activities, and play opportunities on offer. When needed, staff support children to have a go. In turn, children generally succeed in what they want to achieve. Staff use their knowledge to subtly adapt

activities and provide alternative resources so that all children, regardless of their age and stage of development, engage and enjoy what they are doing.

Leaders maintain positive working relationships with staff in the host school. They regularly gather information about what the youngest children have been learning and share relevant updates both ways, including any circumstances that may affect a child's wellbeing. Staff sensitively support children to feel ready to engage in the club's activities. As a result, children typically feel valued, safe, and secure.

## **Leadership and governance**

**Expected standard** 

The dedicated leaders regularly review the quality of the provision. They reflect on feedback from children and parents to help shape the club, ensuring that the focus on adventurous play and exploration remains both safe and appropriate. Positive relationships with key staff at the host school further support leaders in consistently promoting and safeguarding children's welfare.

Leaders ensure they spend time in both group rooms used by the setting, helping them to maintain a clear overview of the provision. They hold regular meetings with staff, including daily end-of-session reflections and more focused discussions, to ensure the club continues to adapt and improve. Leaders ensure meetings are purposeful and that they do not add additional workload for staff to complete. New staff receive a structured induction to help them become familiar with key procedures and policies. All staff are encouraged to continue their professional development, including opportunities to gather new ideas and best practice from organisations and professionals specialising in play. However, leaders have yet to fully embed the most effective support and coaching to help all staff consistently demonstrate confidence in their roles when deployed in the outdoor areas of the club.

## **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 pleased to see the staff when they meet them at the beginning of the session. On their way to the club, the youngest children chat about their day or what they have done since they last attended the club. Throughout the session, children choose where they would like to play or relax. They enthusiastically engage in the planned activities provided by staff as well as in their own games and exploration. For example, some children make sunflowers from paper plates, carefully cutting, colouring, and adding seeds to the centres. They proudly share their creations with staff before taking them home. Other children play outside, where they negotiate with their friends and use their imagination in a vet role-play game. Older children support younger club members, for example by guiding them and offering reassurance on the outdoor climbing equipment. This helps to develop children's sense of responsibility, confidence, and inclusion.

Children feel safe and valued in the club. They help create simple rules for everyone to follow, which reflect kindness and respect. Staff display the rules for everyone to see and provide gentle reminders when needed. Children's understanding of, and ownership over, these rules contributes to a calm and harmonious environment.

Children take part in activities and games that meet their needs and support their enjoyment. As a result, all children thrive. They confidently select resources and, when necessary, ask staff for help to find or reach items. Children respond positively to staff's emphasis on sustainability and are motivated to help keep the host school tidy. This reflects their positive attitudes and responsible behaviour.

---

## Next steps

- Leaders should review the organisation of snack time to help ensure children consistently eat in a calm, well-managed environment.
  - Leaders should support all staff to confidently recognise and support children's own management of their abilities and limitations during adventurous play.
- 

## About this inspection

The inspector spoke with leaders, staff, children and a small number of parents during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the 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:

Katrina Rodden

## About this setting

**Unique reference number (URN):** 2767496

### Address:

Newnham Croft Primary School  
Chedworth Street  
CAMBRIDGE  
CB3 9JF

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

**Registration date:** 05/12/2023

**Registered person:** The Newcroft Club Ltd


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

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 18:00, Monday, Tuesday, Wednesday, Thursday, Friday : 08:45 - 17:45

**Local authority:** Cambridgeshire

# Facts and figures used on inspection

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

 This data is from 30 April 2026

## Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

80

---

## 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.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright