

Goxhill Out of School Club.

Unique reference number (URN): EY291170

Address: Goxhill CP School, North End, Goxhill, Barrow-upon-Humber, South Humberside, DN19 7JR

Type: Childcare on non-domestic premises

Registered with Ofsted: 27/07/2004

Registers: EYR, CCR, VCR

Registered person: Goxhill Out of School Club. Committee

Inspection report: 29 January 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 ●

Children's welfare and wellbeing are prioritised effectively. Young children are supported to develop their independence skills, for example, as they practise cutting and learn how to use scissors safely. Staff provide clear guidance and supervision, helping children to manage age-appropriate risks with confidence. Children are supported to learn about personal skills, health and wellbeing through a range of carefully planned activities.

Staff give children sufficient time to think and respond to questions, which supports their confidence, communication and sense of value. The setting works closely with the pre-school and school to ensure continuity in care and learning, helping children to feel emotionally secure as they move on to their next stage.

Staff build warm, trusting relationships with children. They plan and provide meaningful opportunities for children to express themselves, develop friendships and strengthen their social skills, which supports children's emotional wellbeing.

Leaders promote a strong culture of care and inclusion. They implement a range of effective strategies to support children's personal, social and emotional development, including for those with special educational needs and/or disabilities. As a result, children feel safe, supported and valued within the setting.

Expected standard ●

Behaviour, attitudes and establishing routines

Expected standard ●

Leaders have established a positive environment, where expectations for behaviour and daily routines are clear, consistent and well understood by both children and staff. This supports a calm and orderly atmosphere, where children know what is expected of them.

Staff build warm and respectful relationships with children. They act as positive role models, speak to children kindly and listen to them, helping children to feel secure and confident within the setting.

Children are supported to collaborate and get along with others. Staff provide gentle guidance to help children share, take turns and manage minor disagreements, which supports the development of positive social skills and friendships.

Leaders promote the importance of punctuality and regular attendance, working in partnership with families to establish consistent routines that support children's wellbeing and engagement.

Inclusion

Expected standard 

Children with special educational needs and/or disabilities are supported well. Staff demonstrate a secure understanding of children's individual needs and make appropriate adaptations to the environment, their practice and daily routines to ensure all children can access experiences and feel included.

Families who may face barriers to learning are warmly welcomed and valued within the setting. Positive relationships with parents support shared understanding of children's needs and promote continuity of care.

To strengthen practice further, leaders should implement additional strategies to consistently recognise and celebrate each child's individuality and unique background, helping to deepen children's sense of belonging and representation within the setting.

Leadership and governance

Expected standard 

Leaders have created a friendly, welcoming and engaging environment, where children are settled, happy and eager to attend. The positive ethos of the setting supports children's enjoyment and sense of belonging.

Long-standing staff demonstrate commitment and passion for their roles. They speak positively about their work and the support they receive from leaders. With regular wellbeing meetings, leaders provide ongoing guidance and maintain a supportive culture that contributes to staff morale and consistency of care.

The open-door policy encourages transparent communication. Staff feel confident to share concerns or seek advice, and they trust that leaders will respond appropriately and in a timely manner. This culture of openness supports effective teamwork and contributes to the smooth running of the setting.

Leaders and staff are reflective in their practice. They regularly evaluate what is working well and identify areas for development, showing a willingness to adapt and improve. This reflective approach helps to strengthen practice, enhance outcomes for children and ensure the provision continues to meet children's individual 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 confident, happy and engaged in this setting. They talk to peers and adults about their learning with enthusiasm. Children proudly talk about their displays around the room, they explain the rules of the setting that they have agreed together, they interact well with peers and adults and demonstrate good behaviour and respect towards others.

Children suggest activity ideas, such as playing bingo and making biscuits, which are implemented throughout the term to ensure children are engaged and their ideas are

valued. This demonstrates how the setting is actively seeking and listening to the views and experiences of children.

Outdoors, children enjoy a wide range of engaging resources and facilities, they enjoy exploring the parachute, they create their own games and explain the rules to their peers. They carefully navigate balance beams and climbing frames, they run around and enjoy playing football.

Children help with preparing snack for their peers. They make a tally of their peers' snack choices before helping prepare and serve. Children use manners and demonstrate their understanding of an embedded routine. They help themselves to fruit and drinks, they spread butter on their toast and talk about their favourite foods.

Children move freely around the club, independently choosing activities that reflect their interests. For example, they engage in craft activities while talking about their day with their peers. Children are eager to show adults their creations, and staff use positive language and praise effectively to promote children's confidence and self-esteem.

Next steps

- Leaders should develop ways to promote and celebrate children's uniqueness further.
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About this inspection

The inspector spoke with leaders, staff 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.

Inspector:

Briani Morris

About this setting

Unique reference number (URN): EY291170

Address:

Goxhill CP School
North End, Goxhill

Barrow-upon-Humber
South Humberside
DN19 7JR

Type: Childcare on non-domestic premises

Registration date: 27/07/2004

Registered person: Goxhill Out of School Club. Committee

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:40 - 08:55, Monday, Tuesday, Wednesday, Thursday, Friday : 15:30 - 18:00, Monday, Tuesday, Wednesday, Thursday, Friday : 07:40 - 18:00

Local authority: North Lincolnshire

Facts and figures used on inspection

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

 This data is from 29 January 2026

Children numbers

Age range of children at the time of inspection

2 to 11

Total number of places

39

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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