Calmore Holiday Club NFCC

Unique reference number (URN): 2779947

Address: Calmore Infant School, Calmore Drive, Calmore, Southampton, SO40 2ZZ

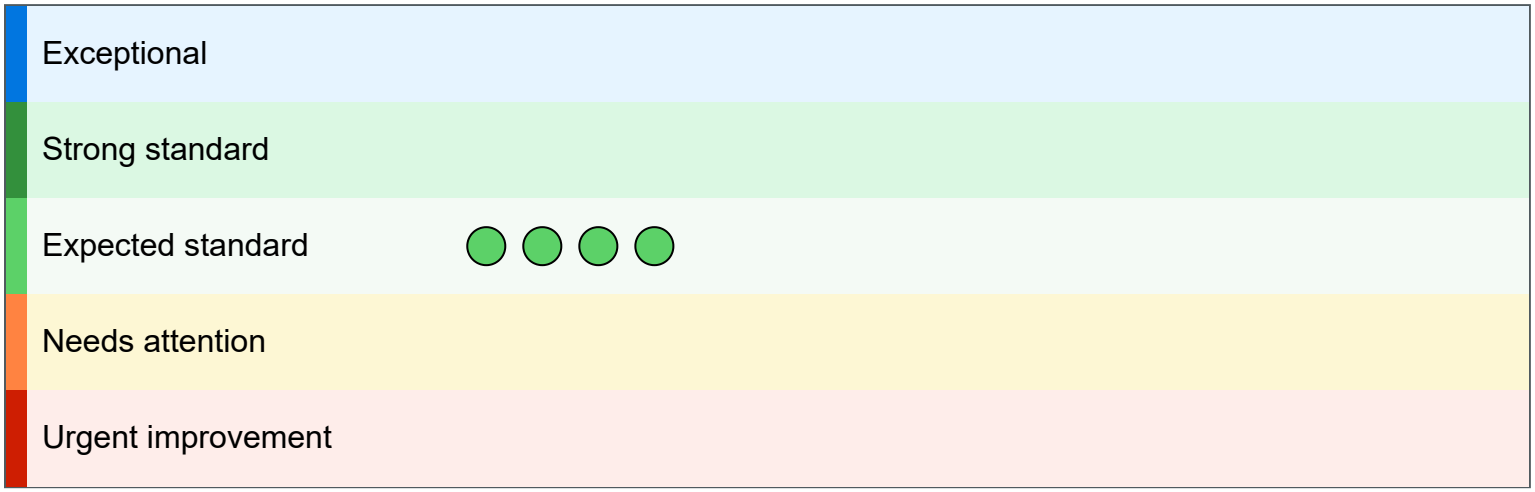
Type: Childcare on non-domestic premises

Registered with Ofsted: 06/02/2024

Registers: EYR, CCR, VCR

Registered person: New Forest Child Care CIC

Inspection report: 9 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

Staff embed expectations for children's behaviour consistently. They provide clear and concise guidance or intervene promptly to address any low-level concerns. As a result, children generally understand and follow expectations. When children play outdoors, staff typically remind children to consider the needs of others and adapt activities to ensure safe play.

Staff supervise children well, and safeguarding arrangements are effective. Children typically play cooperatively and understand and follow rules. Staff support children's behaviour and attitudes well, and children manage their own safety. Children generally enjoy the activities on offer. For instance, they experiment with potions, create bugs and participate in Easter crafts. Furthermore, children attend the setting regularly. Leaders communicate their expectations clearly with parents and carers. This supports consistent attendance patterns.

Leaders have established routines and expectations. For example, they encourage children to wash their hands before snack, put their belongings away on arrival and sit together during group times. Staff generally promote cooperative play through activities, such as ball games and creative tasks. Relationships are warm and positive, and staff use praise and encouragement. This supports children's confidence and engagement, including children with special educational needs and/or disabilities and those who are disadvantaged.

Children's welfare and wellbeing

Expected standard

Children benefit from key-person groups and shared care across staff. Secure and responsive relationships are evident, particularly with younger children and those with special educational needs and/or disabilities. Children seek comfort and reassurance from familiar adults when needed. Staff respond in a calm and reassuring manner and provide quiet areas for children to rest. This supports children's emotional wellbeing and sense of belonging.

Staff support children to manage their emotions through reassurance and sensory resources such as fidget toys they make with children. This helps children's emotional security. Staff encourage children to drink water during snack and after physical activities. They help children to make healthy food choices and provide nutritious cooked meals and fresh fruit. At lunchtimes, children sit at the tables and socialise well. However, at snack times, children wash their hands and then sit on the hall floor for their break. This does not consistently support children's understanding of healthy lifestyles.

Children generally develop an understanding of personal safety. Staff regularly promote the club rules, and this helps children understand boundaries. For example, children are always in sight during outdoor play and are familiar with the school grounds. Staff promote a calm environment inside with a variety of activities to engage children. This helps to support children's sense of security.

Inclusion

Expected standard

Leaders have established an inclusive culture within the holiday club. They gather information from schools, parents and carers. Furthermore, they consult with staff of the host school to identify children's individual needs on entry. This ensures staff are aware of children's starting points and any additional needs, enabling appropriate support to be put in place.

Children with special educational needs and/or disabilities (SEND) receive effective support to take part in activities. Staff use strategies such as visual aids, access to quiet spaces for rest and tailored support during group activities, including football. Children are fully included in the variety of experiences on offer and are able to participate alongside their peers. Children from disadvantaged backgrounds benefit from additional funding. Staff use this money to provide nutritious cooked meals, fresh fruit, sports equipment, sensory toys and adapted resources, such as pencil grippers. These strategies support children's engagement and emotional wellbeing.

Leaders ensure all staff receive safeguarding training. They provide additional help for staff to enhance support for children with SEND. Staff meet regularly to discuss the support in place and share information about children's experiences. Daily communication with parents at drop-off and collection times ensures the ongoing sharing of information about children's care and wellbeing. For those children known to children's social care, leaders work with families and schools to agree appropriate support. This includes meeting children's dietary needs, gaining access to funding for meals and providing resources to support children to regulate their emotions.

Leadership and governance

Expected standard

Leaders demonstrate effective oversight of the provision. They visit the club regularly to observe practice and give feedback. This helps to secure high expectations for children's safety and behaviour. Risk assessments are in place, and staff go through these during their induction, but they are not consistently refreshed with staff to ensure staff's ongoing knowledge and understanding. However, leaders demonstrate their ability to conduct dynamic risk assessments when new risks occur, such as when builders park on site, and take appropriate action. Children also learn how to manage risks safely, as staff remind them to make sure they have space around them when playing with the hula hoops and ankle skip ball toys. Staff are deployed effectively to support children's needs, such as being available to take them to the toilet when they are outside.

Leaders provide supervision sessions for staff to support them in their roles and review practice. Staff receive appraisals and take part in seasonal reflections on performance. They report that they value training they have undertaken, which has given them further ideas and strategies to understand and manage children's behaviour. The provision is generally well managed to meet the children's needs.

Leaders and those responsible for governance have established appropriate procedures for safer recruitment and ensure staff complete mandatory training, including safeguarding and paediatric first aid. Leaders complete training to support children with special educational needs and/or disabilities (SEND). Staff report that they generally feel supported in their

roles. Leaders maintain effective communication with the host school and regularly share information with staff to support children's individual needs, particularly those with SEND and those who are disadvantaged.

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 generally well supervised and feel comfortable in the holiday club. Staff typically support children to make safe choices. Staff demonstrate an awareness of safety

practices, conducting headcounts and ensuring children wear high-visibility vests when they venture outside.

Children's behaviour is positive as staff apply expectations consistently. They generally follow routines, such as handwashing and putting away their belongings. Children understand the boundaries and the impact of their behaviour on others. Staff communicate expectations with children at regular intervals throughout the day. As a result, children develop a secure understanding of rules and routines in the holiday club.

Children enjoy attending the holiday club and settle quickly on arrival. They separate confidently from their parents and carers. Children greet staff and their friends warmly. They benefit from a suitable variety of experiences, such as outdoor play and creative activities linked to seasonal themes. Children confidently share out the play dough with their friends and chat animatedly about their creations. They take part in ball games outside to develop their physical skills. Children enjoy role play and listening to stories in the quiet area. These activities help them to play cooperatively, develop friendships and feel part of the holiday club.

Children with special educational needs and/or disabilities and those who are disadvantaged receive effective support. Staff follow care plans and adapt activities to ensure all children can participate. This helps children to feel included and develop a sense of belonging. Children also benefit from additional funding, which staff use to provide children with access to nutritious cooked meals and fresh fruit.

Next steps

- Leaders should review risk assessment procedures so that all staff fully understand expectations.
- Leaders should review arrangements for snack time to embed hygiene practices and consistency of routines.

About this inspection

The inspectors spoke with leaders, staff, children, parents and carers 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.

The inspection started on 9 April 2026. An inspector returned on 5 August 2026 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.

Inspectors:
Loretta Murphy
Lindsay Osman

About this setting

Unique reference number (URN): 2779947

Address:
Calmore Infant School
Calmore Drive, Calmore
Southampton
SO40 2ZZ

Type: Childcare on non-domestic premises

Registration date: 06/02/2024

Registered person: New Forest Child Care CIC

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:30 - 15:30

Local authority: Hampshire

Facts and figures used on inspection

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

This data is from 9 April 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright