

# Zeals Afterschools Club

**Unique reference number (URN):** 2849955

**Address:** The Pavilion, Longcross Youth Centre, Zeals, Warminster, BA12 6LJ

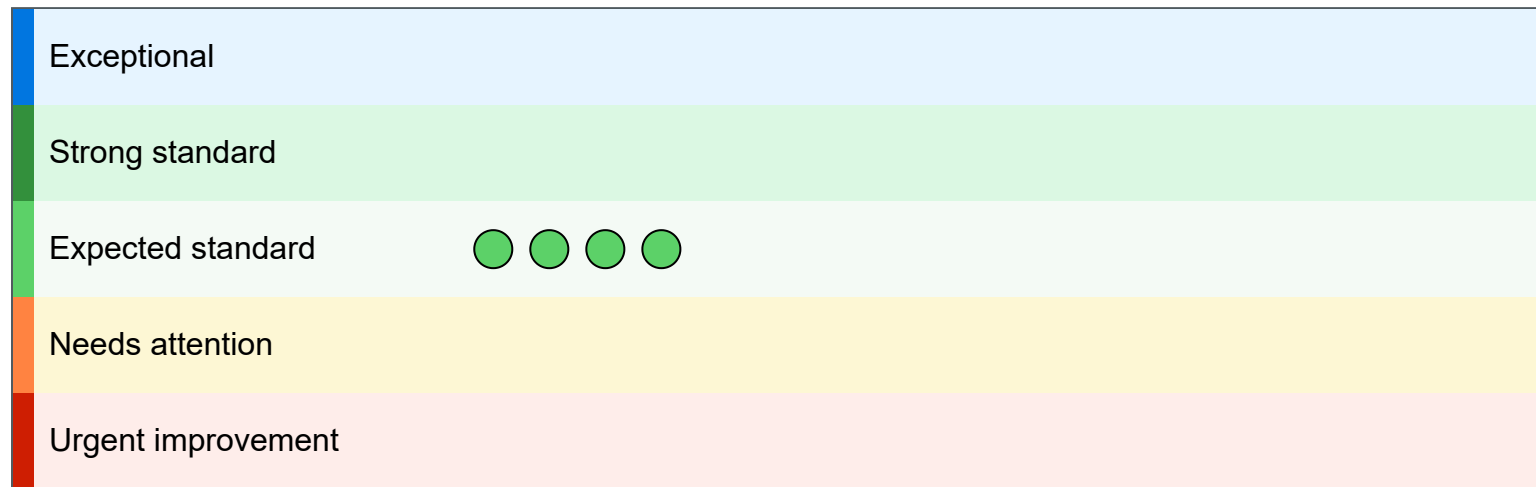
**Type:** Childcare on non-domestic premises

**Registered with Ofsted:** 12/06/2025

**Registers:** EYR, CCR, VCR

**Registered person:** Zeals Afterschools Club CIC

## Inspection report: 3 February 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 and staff are very flexible in their help with children's access to the club and provide an essential service to the families in this rural area, servicing small schools very beneficially. Children develop positive relationships with staff at the club and build friendships with other children they meet there. Staff are attentive and spend time with children as they engage in activities, encouraging their application to challenges. Staff value children's choices and ideas, following their interests to adapt activities and engage children further.

Typically, children behave well and listen to the staff's instructions respectfully. Generally, staff are prompt with their support and manage children's behaviour effectively. They offer children reminders on boundaries in place for theirs and other's safety and to be mindful of their play in the quieter club room. However, some staff are not as prompt during snack routines. At these times, the environment gets a little loud and overwhelming for the younger children. Nevertheless, staff do help children to interact appropriately with each other when they are together in other activities, ensuring they share, take turns with toys and appreciate each other's needs.

### Children's welfare and wellbeing

Expected standard ●

Leaders and staff have worked in a concerted way to help children's access to the club and getting them all to their schools each day. Staff are very thorough in their safety procedures for the club's transport for children. They conscientiously implement the children's drop off and pick up arrangements. Staff are caring and show genuine interest in the children. Children chat happily with them after their day at school, showing the strong relationships they have formed. The staff's caring and welcoming manner helps new and younger children settle in well, they too join in the discussion on the bus. Children arrive at the club relaxed and happy.

Staff liaise with parents to gain information regarding children's dietary needs. They closely support any allergies and requirements children have during mealtimes and with the foods they provide. They thoughtfully ensure that arrangements are consistently implemented by all staff to help keep children safe.

Children enjoy a variety of activities at the club. There is a large outdoor area and staff provide a variety of sports activities and games in the hall on wet weather days. However, staff do not always consider their arrangements and use of club areas. On wet days, staff have not considered the impact of holding quieter activities in the hall set up with sports and games, with the excited older children eager to use these facilities. During snack time on these days, the atmosphere in the hall gets loud and this affects the confidence of the younger and newer children. Although once snack is finished, the children go off to different areas and activities, and the younger children can enjoy the quieter sections of the club and the craft materials.

## **Inclusion**

**Expected standard** 

Staff offer an inclusive provision, ensuring they link closely with teachers and parents to gain a clear understanding of children's needs. This means that they can adapt their support for all children effectively. Staff ensure any medical, dietary needs and possible barriers to children's attendance and involvement with the club are overcome. They support children that have special educational needs and/or disabilities (SEND) carefully. Staff encourage children with SEND to take small steps to build their confidence. This helps to ensure that they can join in activities and enjoy the club.

Staff get to know children and their families very well and appreciate individual family circumstances. Parents value the flexible approach of staff and say that staff show their 'true empathetic nature' in the support and service they provide. Staff take time to help children and families through life changes. They notice and support changes to children's manner and behaviour and thoughtfully offer parents time to chat at the end of the day to discuss any support they need. Generally, staff ensure children of all ages can access all activities. They think through their arrangements and children's access to them, although, occasionally they do not manage some children's exuberant behaviour fully to help the younger children's confidence during snack time.

## **Leadership and governance**

**Expected standard** 

Leaders understand their responsibility for the effective governance of the club and work in the best interests of the children that attend. They support the staff team closely. Staff wellbeing is paramount and leaders regularly meet and check in with staff on their role, workload and wellbeing. They lead training in both mandatory and additional courses, and work with outside providers to support apprentices to gain qualifications. Staff comment on how much they enjoy working at the club.

The club has been operating for many years and has been re-registered as a company charity. The leaders show considerable dedication to keeping the club running. They work with the staff team to reflect on their practice and continue to make improvements to enhance children's access to and experience at the club. Leaders and staff liaise appropriately with staff at all the schools that children attend and parents. They ensure that important messages from staff at school are shared with parents. Staff foster effective partnerships to support the children who attend 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 build beneficial relationships with the staff and enjoy seeing their club friends. They show a sense of belonging to the club and learn to follow the rules and routines. They are suitably involved in club life and show their independence and confidence, quickly putting their things on a peg when they arrive and later helping themselves to snacks and their drinks. They help tidy away toys and learn some sense of responsibility.

Children have fun at the club, staff join children in activities and games and plenty of laughter can be heard, as staff take their turn at dodgeball with the children. Young children

enjoy the art and craft activities. Staff really value children's creations and considerately take time to put these in a safe spot so that children can continue with them next time they are in. Staff inspire children's creativity with a wide range of interesting materials and patiently listen as children discuss their ideas, helping them form plans of the best materials to use. Children learn new techniques as staff offer useful tips. Children remain engaged for considerable periods and keep trying when they encounter difficulties, alongside the staff's thoughtful encouragement.

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## Next steps

- Leaders should support staff to think through their mealtime arrangements and help children understand how their exuberant behaviour can impact the confidence of the younger and quieter children.
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## About this inspection

The inspector spoke with leaders, staff, parents 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.

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### Inspector:

Rachel Howell

## About this setting

**Unique reference number (URN):** 2849955

### Address:

The Pavilion  
Longcross Youth Centre, Zeals  
Warminster  
BA12 6LJ

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

**Registration date:** 12/06/2025

**Registered person:** Zeals Afterschools Club CIC

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

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 07:45 - 08:30, Monday, Tuesday, Wednesday, Thursday : 15:15 - 18:00, Friday : 15:15 - 17:00

**Local authority:** Wiltshire

## Facts and figures used on inspection

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

 This data is from 3 February 2026

### Children numbers

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

**4 to 10**

**Total number of places**

**20**

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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 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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