

# Coram's Fields Out of School Club

Unique reference number (URN): 2799121

Address: Corams Fields & Harmsworth Memorial Playground, 93 Guilford Street, London, WC1N 1DN

Type: Childcare on non-domestic premises

Registered with Ofsted: 29/08/2024

Registers: EYR, CCR, VCR

Registered person: Coram's Fields and the Harmsworth Memorial Playground

## Inspection report: 3 March 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 ●

### Behaviour, attitudes and establishing routines

Strong standard ●

Children behave extremely well. They are busy and engage in the many exciting experiences available to them. Staff carefully consider children's ages and stages of development and shape activities that match their interests. This helps to maintain high levels of motivation and sustained involvement in activities. Children confidently express why they love to come to the club, saying they can spend time doing the things they enjoy most. They are excited to share their drawings and items they have made with their parents at the end of the session.

Child consultation is a particular strength. Involving children directly in creating the behaviour rules fosters ownership and helps them understand expectations for behaviour. Children are learning how to resolve conflict. For example, staff are skilled at guiding children to work cooperatively, when there is a dispute about who has the most pretend role-play money. Children are encouraged to count and share out the money equally. This leads to further learning as staff encourage children to think about how much money they need to buy pretend items, and how much money they will have left. These experiences help children develop confidence and form positive, trusting relationships.

Leaders consistently monitor attendance and work in partnership with parents and other professionals to ensure children attend regularly.

### Inclusion

Strong standard ●

Children with special educational needs and/or disabilities, and those who face barriers to learning, receive excellent levels of support. Staff have an in-depth understanding of each child's needs and home circumstances. Tailored strategies are in place, such as visual timetables and one-to-one support, so children can participate safely and meaningfully in activities that interest them. For example, children needing help to engage in physical challenges are enabled to do so through effective staff deployment. Leaders secure funding so that children facing disadvantage can attend the club consistently. Parents value this highly, describing the club as a 'lifeline'.

Leaders have established highly effective partnerships with parents, teachers and other professionals, including the local children's hospital. These secure relationships create a consistent and well-coordinated approach to meeting individual needs. Close links with schools ensure that families experiencing disadvantage are identified and signposted to the club, enabling all children to access rich and varied learning experiences they may not otherwise have. The setting provides a stable, nurturing environment, where vulnerable children are closely monitored. Children's voices are valued, for example they help decide how funding is spent on playground equipment and choose activities. As a result, leaders have introduced weekly cooking, arts and crafts and science clubs that reflect children's interests.

## Leadership and governance

Strong standard 

Leaders demonstrate high aspirations for providing an inclusive, high-quality out-of-school setting. Excellent leadership directly drives the positive outcomes children and staff experience. They adapt the provision effectively to ensure all children can engage, including those children with special educational needs or facing disadvantage. For example, when children require additional support or a safe place to play, leaders work tirelessly to secure the funding needed. Their commitment to inclusion is reflected in the long-standing staff team they have built. Staff are consistently professional, calm and highly focused on supporting children because leaders model and promote these expectations. Staff know each child's individual needs and help them work towards their goals by listening and engaging in their interests. They enthusiastically join in with children's requests to play table tennis, pool or outdoor games, resulting in children who are extremely happy and settled at the club.

Staff report feeling very happy in their roles and value the support leaders provide through training and attention to wellbeing. Since the last inspection, leaders have prioritised behaviour management training, contributing to the calm and harmonious atmosphere, where children listen to one another and play cooperatively. Leaders have also reviewed how younger and older children are grouped, strengthening practice by ensuring activities match children's stages of development.

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## Expected standard

### Children's welfare and wellbeing

Expected standard 

Children are happy and confident because their individual needs are fully understood and their wellbeing is prioritised. Families experiencing disadvantage or challenges at home are supported effectively by caring leaders and staff, who work hard to secure funding so all children can attend consistently. As a result, children benefit from warm, nurturing relationships and develop confidence and a strong sense of belonging. Children recognise, express and manage their feelings with support from staff, who respond sensitively.

Children are supported to understand how to keep themselves safe. Staff reinforce road safety, when walking children from school to the club, helping them develop safe habits. Children confidently express their wishes, for example choosing to stay indoors for arts and crafts rather than going outside. Staff respect these choices, further strengthening children's self-assurance. Children are encouraged to select healthy foods, such as cucumber, fresh fruit and wraps. However, when some children discard uneaten food, staff do not always use this as an opportunity to deepen their understanding of food waste to help embed future healthy habits.

Children enjoy excellent opportunities for physical activity and understand why this supports their health. Children with severe allergies show a secure awareness of their condition and talk confidently about how staff help them manage this safely within 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
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## **What it's like to be a child at this setting**

All children, including those who may face barriers to learning, thrive in this provision. Children experience a warm, secure and well-organised environment. Children's safety and wellbeing are prioritised. Observations of the school collection show that staff manage transitions confidently and safely. Children are closely supervised as staff hold children's hands and stop traffic when crossing roads. Children are happy to attend club as they greet staff with ease and speak to them confidently about their day at school. This demonstrates the secure and trusting relationships with staff.

Children are confident in their routines. They sit on the carpet to start the session as they revisit the club's positive behaviour rules. Children independently wash their hands before choosing what to have for their tea. Healthy food options are provided. Children are generally learning about the importance of making positive choices. They are excited to engage in planned learning experiences. Children eagerly share that today is 'science club'. They listen to staff sharing how they will be learning about planets. Children are excited to hear they will be creating their own planets with table tennis balls. They share their knowledge of familiar planets, such as Mars and Jupiter. Staff skilfully include all children by encouraging them to listen and learn from one another.

Children who enjoy physical play have a wealth of opportunities to practise and learn new skills. For example, they are confident to use zip wires as they listen and follow instructions to keep safe. Staff encourage healthy competition as they engage in activities, offering challenges, such as who is the fastest. There is camaraderie and laughing as children tease adults for being too slow. These positive relationships support children to feel safe and valued. Leaders monitor children's attendance and explain to parents why regular attendance is important.

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## Next steps

- Leaders should strengthen staff practice at mealtimes, ensuring that all staff consistently engage children in conversations about healthy eating and the importance of reducing food waste.
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## About this inspection

The inspector spoke with leaders, staff, children and with the special educational needs coordinator 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:

Siobhan O'Callaghan

## About this setting

Unique reference number (URN): 2799121

**Address:**

Corams Fields & Harmsworth Memorial Playground  
93 Guilford Street  
London  
WC1N 1DN

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

**Registration date:** 29/08/2024

**Registered person:** Coram's Fields and the Harmsworth Memorial Playground


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

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

**Local authority:** Camden

## Facts and figures used on inspection

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

 This data is from 3 March 2026

### Children numbers

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

**4 to 11**

**Total number of places**

**40**

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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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