

SJOut

Unique reference number (URN): 2793624

Address: St. James's Junior School, Sandrock Road, Tunbridge Wells, TN2 3PR

Type: Childcare on non-domestic premises

Registered with Ofsted: 24/05/2024

Registers: EYR, CCR, VCR

Registered person: Langmead Limited

Inspection report: 12 May 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 and follow adult-led instructions with ease. Leaders beneficially arrange higher staff ratios to support younger children to settle in, and older children get straight into choosing and playing cooperatively with each other. Staff successfully encourage all children to practise their independence skills. For example, children confidently get dressed for their different clubs. They self-register and let adults know if they have an allergy by choosing the correct colour lanyard to wear. This very effective system helps to support children's self-awareness and grow their confidence.

Staff manage behaviour extremely well by using creative strategies. For instance, each member of staff has 'super star' lanyards that are given to children for showing positive behaviour. Children are rewarded for spontaneous tidying up, helping out a friend, playing cooperatively and inviting others to play. Older children are rewarded for helping the younger children. Throughout the session, staff really praise and acknowledge children, if they have done something of which they are really proud. Children have lots of freedom to explore the playrooms and manage risks in their play as they navigate the large playground. This helps children increase their physical skills and abilities.

Staff and children have excellent relationships, and they all feel safe and secure. Younger children have familiar adults for comfort and settle quickly because of this. Children that have been identified with special educational needs/or disabilities are also supported by staff to manage the environment. Children enjoy attending and the consistency of this helps them establish secure friendships with peers and adult relationships. Also, leaders have an excellent system in place for acquiring children's opinions and suggestions. This goes towards increasing their self esteem as their needs and interests are responded to.

Children's welfare and wellbeing

Strong standard ●

Children develop a sense of belonging within the setting due to the high levels of care they receive from familiar adults. Staff model good manners, and children show kindness. For example, children invite others playing on their own to join them. They also successfully develop the skills they will require to build friendships due to staff responding to and rewarding positive behaviour like sharing and turn-taking.

Staff carry out risk assessments each day to ensure that children are kept safe and secure in the setting. Younger children are easily identified through the yellow and orange vests that they wear. This also goes a long way to ensure that their needs are met, even at the busiest times. Leaders, staff and teachers work very well together. They have effective processes in place for the collection of children from school and the departure at the end of the day.

Staff support children to understand the importance of a healthy and active lifestyle. Leaders provide nutritious breakfast and snacks that cater to all children's individual dietary needs. Also, children discuss their preferences and make their own choices. Good hygiene practices are embedded. Children get plenty of physical activity outside, such as football, climbing and building.

Parents speak highly of the setting and its staff. The manager collaborates closely with parents to ensure that all children, including those with special educational needs and/or disabilities (SEND), can access the setting. For example, parents are invited in to discuss their child's needs. This has helped children with SEND have a more positive transition into the school day.

Expected standard

Inclusion

Expected standard 

Leaders have provided a welcoming and inclusive club for children of all ages. They are excited to explore what has been set up for them. Staff provide children with a range of stimulating resources and have created spaces that reflect the different development needs. For example, older children spend time with turn-taking games while younger children enjoy making marks and reading. Staff provide the support children need and all children can access either indoor or outdoor play freely. Children concentrate for long periods of time, and children feel safe and secure. Parent and school partnership is a highlight of this provision. Leaders and staff support excellent communication, sharing information about routines and strategies to support consistency between home and the club that are effective.

Leader and staff meet children's individual needs, including those with special educational needs and/or disabilities (SEND). For example, they consult with the parents and the school to find out the best way to support them. However, leaders have not considered how to enhance strategies further to help children with SEND. For example, setting up calm areas for children and support plans to aid the consistency in support from staff. Leaders have, though, identified some training needs of staff to strengthen their understanding and knowledge of supporting children with SEND or who have other barriers to learning.

Leadership and governance

Expected standard 

Leaders support staff effectively through regular discussions, supervision and identifying training needs, which helps to promote staff's wellbeing and develop their skills. Policies and procedures and risk assessments are robust, to ensure the safety of children. Leaders also have robust processes in place to ensure that all staff working with children are suitable. Staff work well together and have excellent relationships with parents. They value parent feedback and have updated the provision based on the responses and outcomes from surveys they send out.

Leaders are proactive in seeking advice and support from the school to support children with special educational needs and/or disabilities (SEND) further. This is generally having a positive impact on children being able to access what is on offer. Leaders are committed to inclusive access. A flexible booking system supports the varying needs of the families and those who face barriers to learning. This, in turn, helps children attend regularly and benefit from the care and experiences available here.

Leaders are reflective practitioners and have a secure understanding of the setting's growing needs. They look for innovative ways to develop the provision. For example, they recognised the need to create separate rooms, so younger and older children can have their own special space. However, leaders recognise that further adaptations need to be considered to ensure children with SEND have the calm spaces they need during busier times.

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

Staff welcome the children and give support where needed to the younger ones. Children independently put their belongings away, prepare for snack time and quickly go to the activity that they want to do. Staff know children well and children feel safe and secure. Children of different ages attend the club, and the younger children and older children have their own space. Younger children feel special, and take part in activities that are age-appropriate and easily accessible to them. They are supported by staff as they continue to be more independent and confident.

Staff offer a range of activities to meet everyone's needs and preferences, including children with special educational needs and/or disabilities. For instance, children can choose to play games with others or sit and read alone. Children are offered a range of physical activities outside, such as football, that supports those with plenty of energy. Older children enjoy more complex games and jewellery making. Younger children enjoy being creative making marks and exploring play dough. All children remain engaged.

Leaders understand what children enjoy and offer activities tailored to these interests. Furthermore, children's ideas and opinions are valued through children's surveys. They are also encouraged to freely choose from the healthy options available at mealtimes. Children are well mannered and show kindness to each other. For example, children use please and thank you and are helpful at tidy up times without being prompted. Children behave extremely well. They know the rules and behaviour expected of them. They are praised and rewarded consistently and staff celebrate their efforts. Staff also celebrate their uniqueness in creative ways, such as teaching them to write their name in different languages.

Next steps

- Leaders should strengthen the strategies in place for children with special educational needs and/or disabilities to provide consistency of care from all adults.
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About this inspection

The inspector spoke with leaders, staff and 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 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:

Sonia Lee

About this setting

Unique reference number (URN): 2793624

Address:

St. James's Junior School
Sandrock Road
Tunbridge Wells
TN2 3PR

Type: Childcare on non-domestic premises

Registration date: 24/05/2024

Registered person: Langmead Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 08:45, Monday, Tuesday, Wednesday, Thursday, Friday : 15:10 - 18:15

Local authority: Kent

Facts and figures used on inspection

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

 This data is from 12 May 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

110

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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