

Holland Moor Extended Services - Windmill Club

Unique reference number (URN): EY382110

Address: Holland Moor Cp School, Cornbrook, SKELMERSDALE, Lancashire, WN8 9AG

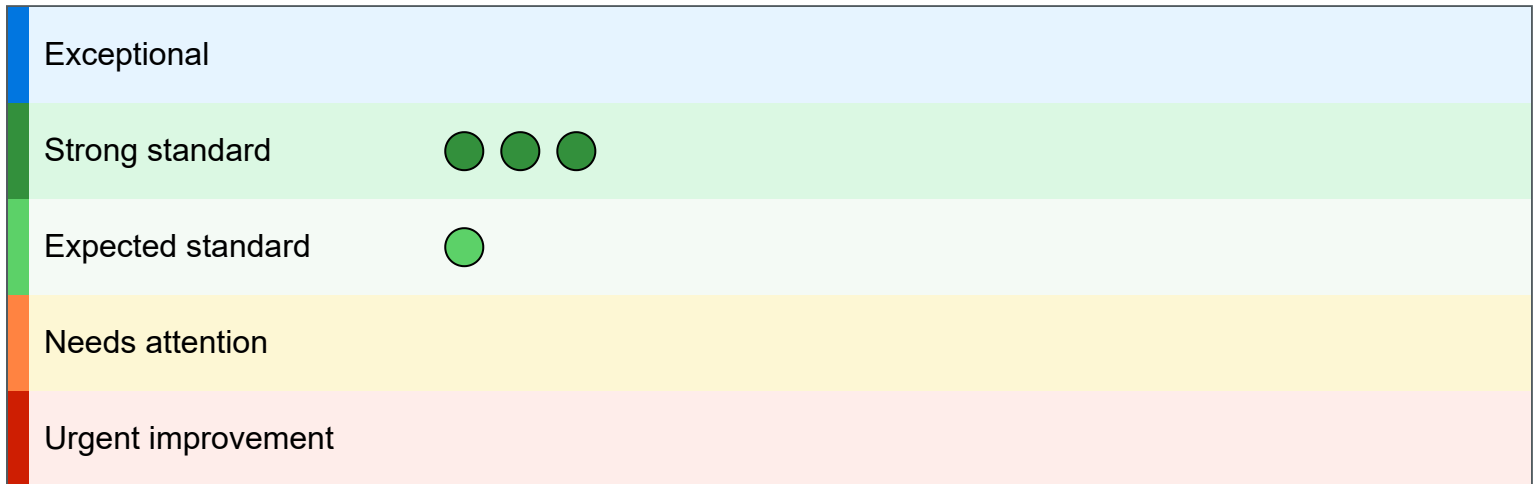
Type: Childcare on non-domestic premises

Registered with Ofsted: 23/10/2008

Registers: EYR, CCR, VCR

Registered person: Holland Moor Extended Services

Inspection report: 8 December 2025



✔ 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 at the club. Leaders, in partnership with children, have developed clear expectations for behaviour. Children demonstrate that they understand that they need to take care of toys and resources and tidy away when they have finished using something. Children are consistently very polite and well mannered. Staff expect children to use their manners when at the club, which they do with very few reminders. Children are thoughtful and caring towards others. For example, when children join a play dough activity, other children kindly pull a chair over to ensure that they have a place to sit, without being asked by staff. This demonstrates the highly positive impact of the behaviour expectations at the club.

Children work cooperatively in a sorting activity, separating coloured rice and tiny pasta shapes. They work together, one holding the sieve and the other carefully tipping the rice in. Children encourage each other to pour more slowly or to hold the sieve tightly. This shows the positive way in which children work collaboratively with others. There are extremely positive, warm and respectful relationships between staff and children. Staff take every opportunity to engage in conversations with the children, to notice their achievements and to offer praise and encouragement. Staff and leaders know the children very well and support all children, including those children with special educational needs and/or disabilities, to manage their own behaviour. For example, staff have created a quieter area where children can choose to sit and relax if the larger spaces are too busy for them. Leaders work closely with the school to monitor children's attendance. Parents inform both the school and the club if their children will not be attending.

Children's welfare and wellbeing

Strong standard ●

Children are very well supported to learn how to be healthy. They choose from a range of appetising foods at snack time, independently adding a range of vegetables to their wraps. Children help themselves to a drink of milk or water and discuss with staff the importance of keeping hydrated. Leaders collect detailed information about children when they start at the club and on an ongoing basis. For example, all dietary requirements and alternatives are fully supported by leaders. This ensures that the club meets all children's needs during snack time.

Children describe how to stay safe both on and offline. For example, children learn the importance of being cautious when speaking to strangers and how to risk assess their own safety on play equipment.

Staff and leaders work in partnership with the school to ensure that children are consistently well supported to recognise and manage their emotions. For example, staff encourage children to identify and name their emotions using coloured zones and explore feelings using storybooks and puppets. These activities, coupled with warm and trusting relationships with staff, are highly positive in developing all children's emotional wellbeing.

Inclusion

Strong standard ●

Leaders and staff ensure that all children are very well supported to enjoy all aspects of their time at the club. They work in a close partnership with staff at the school and parents to ensure a consistency of approach in supporting all children. Leaders and staff have an excellent understanding of each child's individual needs and interests and have undertaken additional focused training to enable them to give every child the best possible support. They ensure that sensitive adjustments are made to enable all children to thrive at the club and to benefit from the full range of activities available. For example, when playing a card game, children are sensitively encouraged to reflect on their responses to others in order to regulate their own behaviour. Leaders reflect on children's individual needs when considering the layout of the room. For example, leaders have created quieter areas and personalised spaces with selected resources that children can use if needed. This ensures that all children are well supported to feel emotionally secure and make the most of all the opportunities at the club.

Staff and leaders know the children and their families extremely well. This enables them to work in a positive partnership with them. For example, they signpost parents to additional services or support them to access their full entitlements, such as access to holiday clubs.

Expected standard ●

Leadership and governance

Expected standard ●

Overall, leaders have a knowledge and understanding of the 'Statutory framework for the early years foundation stage'. However, their knowledge is not consistently secure around changes that must be reported to Ofsted.

Club leaders are reflective about all aspects of the provision. They consult with parents and children in order to identify how they can make the club even better for children and families. For example, leaders identified that children needed to have a clearer understanding of behaviour expectations at the end of activities. Leaders worked effectively with staff and children to ensure that everyone understood the need to tidy up areas after use. This reflective practice ensures that the club continues to develop and improve.

Leaders take account of children's suggestions and ideas for improving and developing the club. For example, children were keen to continue to play ball games and exercise outside in darker months of the year and suggested that a floodlight be installed. Leaders installed the lighting, further extending the opportunities for children to enjoy fresh air and exercise. This demonstrates how children's opinions are valued and that children have agency at the club.

Leaders consistently take decisions in the best interests of all children. For example, they ensure that there are levels of staffing throughout the whole session above what is required. This enables staff to give children highly individualised care and attention. Staff speak very highly of club leaders. They report that they are well supported in their professional development and that leaders genuinely care about their personal wellbeing. Staff talk enthusiastically about being supported and encouraged by leaders to take additional training and qualifications. For example, staff have taken qualifications related to working with children with special educational needs and/or disabilities. This has enabled staff to enhance the support offered to all children to an even higher level.

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

Children thoroughly enjoy their time at this very well organised, lively and welcoming club. They arrive after a day at school, eager to catch up with their friends of different ages and explore the range of activities on offer. Children are engrossed as they take part in activities creating Christmas decorations. They meticulously colour in the decorations or create their own designs. Even though some children find this challenging, they persist in threading string through the decoration and tying a knot to make a loop. Children proudly show the finished decorations to the staff and their friends, and then carefully hang them on a Christmas tree. This demonstrates children's pride in their achievements and that they continue to try hard even when something is initially difficult.

Staff and children have very positive relationships. Staff know the children very well and offer sensitive and thoughtful support to all children to enable them to take part in all the activities. The club echoes with the sound of laughter and conversation between the staff and children. Younger children come together with their key person at the start of the session as a small group. They enjoy discussing their day and what they plan to play with at the club. Children enjoy taking part in planned activities in this smaller group. They carefully cut out a range of pictures from a familiar story and stick them onto a sheet in order. Staff take every opportunity to engage the children in conversation about the story and are full of praise for the children's achievements. Children proudly hold up their pictures to show to their friends and other adults. This shows that children feel safe, secure and are gaining in confidence.

Next steps

- Leaders must understand all aspects of the 'Statutory framework for the early years foundation stage' requirements, with particular regard to changes that must be notified to Ofsted.
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About this inspection

The inspector spoke with leaders, practitioners and 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.

Inspector:

Sarah Gower-Jones

About this setting

Unique reference number (URN): EY382110

Address:

Holland Moor Cp School
Cornbrook
SKELMERSDALE
Lancashire
WN8 9AG

Type: Childcare on non-domestic premises

Registration date: 23/10/2008

Registered person: Holland Moor Extended Services

Register(s): EYR, CCR, VCR

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

Local authority: Lancashire

Facts and figures used on inspection

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

 This data is from 8 December 2025

Children numbers

Age range of children at the time of inspection

10 to 3

Total number of places

56

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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