

Inspection of The J K Club Russell

Russell CP School, Brushwood Drive, Rickmansworth WD3 5RR

Inspection date:

21 October 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children thrive at this welcoming setting. They smile with delight when they see the manager come to collect them from their classroom. Children eagerly ask when they will next be attending the setting. The knowledgeable staff greet children warmly as they arrive and know each child very well. Children make independent choices about what they would like to play with from an extensive range of resources that reflect their interests. They are competitive and demonstrate high levels of perseverance. Children quickly rotate the poles during a game of table football to score a goal.

Children thoroughly enjoy participating in art and craft activities. They become deeply engrossed as they carefully sprinkle different coloured sand onto a model of a frog. Children have high levels of motivation and self-esteem, as staff regularly praise them for their achievements. They respect resources and know to replace the tops on pens when they finish using them. Children benefit from many wonderful experiences with visiting experts. For instance, they learn about the habitats of a hedgehog, snake and barn owl. They show respect for living things as they handle these with care. Children say that they enjoy attending and feel comfortable and confident to speak to staff, should they be worried about anything.

What does the early years setting do well and what does it need to do better?

- The setting provides a homely environment that enables children to relax and experience different activities after a busy day at school. The manager and staff build strong and successful partnerships with the host school. They share a wealth of information about children's development, interests and care needs with their class teachers, and they gather additional information about children's school days. This information is communicated effectively with parents when they collect their children from the setting.
- Children make independent choices about what they would like to eat from a varied range of healthy and nutritious food. Mealtime is a social occasion and older children are positive role models. Children sit and chat to their friends about their school day and show very good table manners. Staff obtain information regarding any special dietary requirements, preferences or food allergies and ensure that they adhere to these accordingly.
- Parents speak enthusiastically about their children's experiences at the setting. They express how well their children have settled and how much they love attending. Parents appreciate how staff support children's emotional well-being during changes in their lives. They describe the staff as 'professional' and 'kind'. Parents and children have opportunities to share their views and opinions on the

service the setting provides. The manager and staff act swiftly to implement their suggestions.

- The manager works exceptionally closely with the dedicated staff team. There is a culture of ensuring that the children are happy, motivated and engaged. Staff gain a secure understanding of their role and responsibilities from the outset through a robust induction process. This takes excellent account of staff's individual learning styles and includes watching an induction video created by the manager. Ongoing training and sharing of experiences help staff to support each other in their practice. The manager conducts regular supervision meetings that focus on continuing to build on staff's knowledge and skills.
- Children behave impeccably. There is a strong sense of mutual respect between the children and staff, and children show that they understand the boundaries and routines in place. Staff provide children with a strong sense of belonging. Children know to place their bags and coats in their personalised box on arrival, and patiently wait for their turn to speak during whole-group time.
- Staff deploy themselves well to ensure that children have the opportunity to enjoy time outside in the fresh air and develop their physical skills. Children run around the dedicated area freely and play team games, such as football, with their friends and staff.

Safeguarding

The arrangements for safeguarding are effective.

There is a secure culture of safeguarding within the setting. All staff understand the part they play in ensuring that children are kept safe and concerns are passed on without delay. Staff regularly undertake safeguarding training so they remain up to date with any changes in policies and procedures to protect children. They are knowledgeable about wider safeguarding issues, such as the 'Prevent' duty and county lines. The manager follows safer recruitment processes. This ensures that staff are suitable to work with children. Staff understand their responsibility to inform the manager of anything that may affect their ongoing suitability.

Setting details

Unique reference number	EY481467
Local authority	Hertfordshire
Inspection number	10233940
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	50
Number of children on roll	76
Name of registered person	Chambers, Joanna
Registered person unique reference number	RP910576
Telephone number	01923285959
Date of previous inspection	16 November 2016

Information about this early years setting

The J K Club Russell registered in 2014. The club is independently run and employs six members of staff. Of these, five hold appropriate qualifications at level 3 or above. The club opens from Monday to Friday, from 7.30am until 9am and 3pm until 6.15pm during term time, and from 8am until 6pm during school holiday periods.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager showed the inspector around the setting and discussed how she organises the provision and play opportunities for children.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector observed activities and interactions between staff and children.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector joined the manager to collect children from their classroom.
- The inspector took account of the views of parents through their written feedback and by speaking to them.

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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