

Inspection of Junior Activity Scheme

Richmond Hill School, Sunridge Avenue, LUTON LU2 7JL

Inspection date:

25 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children shine at this incredible scheme. As soon as they arrive, they are greeted by attentive staff who have a deep understanding of their needs. Very quickly, children explore the environment. Their assigned one-to-one carers provide an unobtrusive yet highly supportive distance. This provides children with independence and freedom to explore and become familiar with the layout. A wide range of activities support children's interests and talents. Staff have carefully considered children's next steps in learning and considered how to take learning to the children. Staff encourage and support children to make confident choices.

Children access a variety of exciting experiences. For many children, these are new. For example, they show delight as they use the bouncy castle, laughing and smiling infectiously. The extensive grounds provide opportunities for children to climb, run and swing. Children scream out with joy as they glide along the zip line. They build confidence and courage, repeating the activity with great excitement. All the while, staff support, guide and encourage children.

A trip to the soft-play centre provides a wonderful social experience for children. They build confidence as they navigate the climbing structure. Staff model safe use of the equipment and stay close by as children explore and immerse themselves in the enlivening experience. Social interactions take place as children form friendships with other children who are visiting the centre. Safety is expertly considered, including any exit points that need to be covered by staff.

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

- Children have formed incredibly secure attachments with their one-to-one carers. Meticulous advance planning ensures that staff have a deep knowledge of children. This includes hobbies and interests as well as comprehensive information gathered from parents, settings and other professionals involved with the families. As a result, teaching and learning is highly personalised to meet every child's individual needs. Children have an active voice. They complete activity assessment cards and add stickers to charts, expressing how they felt about the experience.
- Staff use the extensive information about children to provide a wholly enjoyable and positive experience for them. For example, staff carry backpacks with essential items that support children. These include profile cards and 'now-and-next' visuals. Staff understand how to provide effective support to help children find focus when they become overwhelmed. For instance, they carry bubbles and 'Slinkys' in their backpacks which help children to stay calm.
- Children receive the highest form of support in managing their behaviour. Because staff know children so well, they are attuned to the signs that a child

may be becoming overwhelmed. They take swift yet sensitive steps to reduce anxiety for children. For example, when children show signs of tiredness, they sit quietly in an open space with their one-to-one carer. They watch bubbles and focus on their breathing.

- The scheme provides children with wonderful opportunities to understand about the community. For example, children enjoy a visit from a fire truck. They develop their awareness of how people help us as they sit in the truck and explore the tools. Children connect this to their play, making siren noises as they use the toy emergency vehicles. Expertly planned community-based trips broadly extend children's experiences. For instance, they visit a trampoline park and swimming pool.
- Parents' contributions are highly valued. The manager forges strong and respectful relationships from the point of admission. Detailed enrolment forms and a taster day to meet their one-to-one carers further develop partnerships and secure relationships. Parents say that they feel fortunate to have a space at the scheme. They value the experiences it provides for their children. Parents comment that they would be lost without the scheme and their children simply would not have a summer without it. They feel thankful for the respite it provides, with the reassurance that their children are safe, secure and most of all, happy.
- The inspirational manager leads with incredible passion and drive to provide life-transforming experiences for children and their families. Planning and organisation is scrupulous. Feedback and reflection is used extensively to drive continuous improvements. For example, daily debriefing sessions reflect on the day and inform any changes to the following day. The manager has created a highly inclusive environment for staff and volunteers. Information and policies are available in easy access format and training is accessible for all. The manager takes the time to speak to community members during trips. This helps to develop an understanding of children with autism.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured an incredibly strong safeguarding culture. Staff have an exceptional understanding of a range of abuse types and the indicators that may cause concern. Staff demonstrate a clear understanding of how to protect children with special educational needs and/or disabilities from harm. This includes helping non-verbal children share their concerns using social stories and anxiety body maps. Staff demonstrate a thorough understanding of how to distinguish between self-inflicted injuries and those that may have been intentionally caused. There are robust procedures in place for the safe recruitment of staff. Leaders carry out detailed checks for staff, including references and suitability checks.

Setting details

Unique reference number	EY477670
Local authority	Luton
Inspection number	10276609
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 9
Total number of places	20
Number of children on roll	25
Name of registered person	Autism Bedfordshire
Registered person unique reference number	RP524849
Telephone number	01234 214871
Date of previous inspection	25 July 2017

Information about this early years setting

Junior Activity Scheme registered in 2014 and is based in Luton. It is run by Autism Bedfordshire. The scheme employs 36 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 18 hold qualifications at level 3 or above, including two with qualified teacher status. The scheme operates from 9.30am to 3pm during one week of the summer holidays. It provides care for children with autism.

Information about this inspection

Inspector

Clare Ford

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 their evaluation of the provider.
- The inspector observed activities, indoors and outdoors, and accompanied children and staff on a trip.
- The provider joined the inspector on a learning walk and talked to the inspector about how they organise the activities for children.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the provision and how they use self-evaluation, and looked at documentation to demonstrate the suitability of staff.

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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