

Inspection of Junior Adventures Group @ The Hill RG4

The Hill Primary School, Peppard Road, Emmer Green, READING RG4 8TU

Inspection date: 2 May 2024

**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 arrive happy and ready to start their day at this safe and secure out-of-school club. Staff welcome children with enthusiasm and have strong relationships with them. They are responsive to all children's needs and know them very well. Younger children are sometimes apprehensive, but with staff support settle quickly. Children enter the club and freely choose from and explore a range of interesting activities. Staff cleverly plan activities based on children's interests, which mean they happily engage in play. Staff are kind, warm and nurturing. Older children are helpful and offer support to younger children by involving them in activities. Younger children's self-confidence grows and they ask for help when needed. All children play harmoniously together and gravitate towards their friends.

Leaders and staff place a high priority on developing children's independence and confidence. Children can freely choose where they want to play, such as in the one of two halls or outside in the playground. Staff encourage independence in many ways. For example, children have a choice of breakfast that they can select from. Staff and children show respect for each other and they get on very well. Children behave well and staff are quick to respond to help children resolve any possible conflicts. This helps to create a calm environment, where children can improve their communication and language skills and become more sociable.

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

- Leaders and staff work together to plan the environment for children. They predominantly use children's interests and needs to provide a varied amount of experiences to help support different skills. For example, to help children become more confident in expressing their emotions, the club offers a token system with two colours children can choose from to indicate how they feel their day went. Staff help to engage children by creating games for them to be a part of. For example, staff create a flower drawing competition, where a member of staff and several children enthusiastically take part.
- Leaders and staff support children in adopting a healthy lifestyle. Children have access to fresh air and exercise and can run and jump freely. Staff encourage children to eat breakfast before starting school. They also ask children to eat healthily. For example, the leader reminds children to add some colour to the food they choose by adding a piece of fruit. Staff demonstrate they know children well. For example, staff recall children's favourite food for breakfast and ensure they tailor food to individual needs.
- Leaders continue to strive for a high-quality club for children. They ensure staff are fully trained when they join the club and have continued access to a variety of training courses. Staff also have ready access to all policies and procedures to

refer to at any time when needed. Leaders and staff have regular meetings to discuss the club, how to improve the service they offer and to highlight any children of concern. They work closely with the school to ensure children have the best possible outcomes. This helps staff to fully understand children's ongoing care needs and how best to support them.

- Overall, children behave well and listen to instructions when staff remind them, such as using indoor feet when running. Staff identify a need to focus on the behaviour of children and the ways in which they can prevent challenging behaviour. Leaders have help to support this, such as by adapting activities to support the well-being of children. However, on occasion, staff do not consistently remind children of all rules and boundaries. For example, some children walk around the club eating breakfast and staff do not remind them to sit down at a table until they have finished eating.
- Leaders and staff have strong relationships with parents. They use discussions with parents when children first start, to settle them successfully. Upon drop off and collection, staff feedback to parents about their day and discuss any concerns they may have. Parents say leaders and staff work collaboratively together with them if concerns arise, such as challenging behaviour at home. Parents express how they value the club and those within it.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY477566
Local authority	Reading
Inspection number	10335764
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	5 to 11
Total number of places	80
Number of children on roll	40
Name of registered person	Junior Adventures Group UK Ltd
Registered person unique reference number	RP901001
Telephone number	07970499197
Date of previous inspection	27 June 2018

Information about this early years setting

The Junior Adventures Group @ The Hill RG4 registered in 2014 and is run by Junior Adventurers. It offers a breakfast club and after-school club. These operate from the dining hall at The Hill Primary School in Caversham, in Reading, Berkshire. The breakfast club operates five days a week from 7.30am until school starts. The after-school club operates five days a week from 3.20pm to 6pm, during term time only. The club employs four staff. Two members of staff have a level 3 qualification in childcare and education.

Information about this inspection

Inspector

Lynne Murray

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises for children.
- Parents, staff and children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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