

Inspection of Junior Adventures Group @ Clapham Manor SW4

Clapham Manor Primary School, Belmont Road, LONDON SW4 0BZ

Inspection date: 19 June 2025

The quality and standards of early years provision	This inspection	Met
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	Previous inspection	Met
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What is it like to attend this early years setting?

This provision meets requirements

Children are excited when they arrive at the club and are eager to begin their play. They quickly find their friends and settle in with confidence, supported by warm and welcoming staff. Each session begins with a calm, structured routine that helps children feel secure and ready for the day ahead. Staff lead daily welcome meetings, where children confidently recall the club rules, such as using 'kind hands', being respectful and looking after the space around them. This approach supports a positive atmosphere.

Children show a strong sense of responsibility. They independently clear away their plates after snack and help to tidy-up shared spaces. They show pride in their environment and their role within it. Staff encourage cooperative play, which supports children in developing social skills and friendships.

Children are confident in choosing how to spend their time. They enjoy building dens and reading books in the cosy spaces, building with blocks and painting. Staff know the children well and provide sensitive, individual support that reflects their interests and needs. By following the children's lead and valuing their choices, staff help each child to feel understood, respected and included. As a result, children are happy throughout their time at the club.

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

- Staff offer a variety of activities that encourage children to explore and experiment independently. For example, while making play dough, children mix their own ingredients, explore different textures and colours and predict how their mixture might change. These activities allow them to make choices, test their ideas and build connections as they play.
- Children enjoy opportunities to be creative. For example, they enthusiastically take part in clay modelling and enjoy the sensory experience of sculpting. They use recycled materials to build imaginative creations that encourage them to express their ideas. However, some younger children find certain tasks, such as cutting out shapes with scissors, too difficult and require adult support. This reduces their independence and their ability to fully benefit from the activity.
- Staff offer many active play options to help children develop physically and relax after school. Activities like table tennis, football and archery are available, and children choose what they enjoy most. Staff understand that physical activity helps some children after a day in class. By providing a variety of fun activities, the club supports children's well-being, healthy habits and self-control through movement and choice.
- Staff know all the children well, including those with special educational needs

and/or disabilities (SEND). They build strong, caring relationships and respond effectively to children's individual needs. For example, staff adapt activities and provide additional support to help children with SEND join in confidently alongside their peers. This approach ensures that every child receives the right care and encouragement tailored to their needs. As a result, all children feel safe, supported and valued within the setting.

- Leaders work closely with parents and schools to support all children's emotional well-being, and to share information and strategies to provide consistent care. They plan transitions and personalised support to help every child feel comfortable and confident. Staff communicate regularly with families to understand children's needs and respond sensitively. This strong partnership ensures children experience continuity between home, school and the club, and helps them to feel safe and emotionally supported.
- Staff promote positive behaviour by praising helpful actions, like sharing and tidying up. They handle disagreements sensitively, guide children to take turns and encourage them to apologise. Staff also support children in identifying and managing their emotions and offer calm reassurance when needed. Occasionally, some staff do not deal with minor incidents between children promptly, to reinforce children's understanding of expected behaviours.
- Leaders regularly reflect on practice to identify areas for improvement. They provide ongoing training, supervision and opportunities for team discussions to maintain high standards of care. Staff are encouraged to share ideas and adapt their approaches to meet children's individual needs. Leaders also monitor the effectiveness of strategies used and ensure staff feel confident and well equipped. This collaborative and reflective leadership helps drive continuous improvement across the club.

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	2635448
Local authority	Lambeth
Inspection number	10409538
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	35
Number of children on roll	422
Name of registered person	Junior Adventures Group UK Ltd
Registered person unique reference number	RP901001
Telephone number	07970499197
Date of previous inspection	22 June 2023

Information about this early years setting

Junior Adventures Group @ Clapham Manor SW4 registered in 2021 and is located in the London Borough of Lambeth. It is independently run and is based in Clapham Manor Primary School. It is open from 7.30am to 8.45am and 3pm to 6pm, Monday to Friday, during term time. The club employs five members of staff. Of these, two hold appropriate early years qualifications, one at level 3 and one with qualified teacher status.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The inspector and leaders took a tour of the club. They discussed how the club is organised and the play opportunities provided for children.
- Parents shared their views of the club with the inspector through face-to-face discussions.
- The inspector observed staff and children's interactions, both indoors and outdoors.
- Children shared their views with the inspector.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the club.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.

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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