

# Inspection of Yorke Mead School Playscheme

Dulwich Way, Croxley Green, Rickmansworth, Hertfordshire WD3 3PX

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Inspection date:

1 August 2025

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children thoroughly enjoy the time they spend at this vibrant and exciting playscheme. There is a real team ethos with all children working towards common goals. For example, children are working within their groups to contribute towards their talent show. Young children practise gymnastic displays with staff while their older friends create dance routines and paint posters and backdrops for their show.

Staff support the various interests and needs of children who attend well. They organise a play environment that provides children with age-appropriate activities and resources that supports them to engage deeply in play. Young children enjoy a wealth of role play and craft activities as well as access to outdoor play in their dedicated playground. Older children explore the exciting outdoor environment alongside staff, who help them create dens and join in sports competitions. Indoors, they enjoy playing board games with their friends as well as craft activities, such as badge and keyring making.

Children generally behave well while attending the playscheme. Staff conduct daily group sessions within each group, where they share boundaries and behaviour expectations in age-appropriate ways. Children respond well to this and are regularly observed reminding one another to use their 'listening ears' and 'walking feet'. When behaviour does fall below expectations, staff are swift to follow the provider's procedures. This supports all children to feel safe and enjoy their time at the playscheme.

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

- Feedback from families is positive with all parents complimenting the enthusiastic team of staff for their abundance of energy. They comment on the exciting and varied activities they plan for children and how this means children look forward to attending. Parents appreciate the close bonds children form with staff and how they take time to get to know their children and their unique personalities.
- Leaders consider children's safety when creating this vibrant and energetic environment. They ensure all activities are age-appropriate and conduct daily risk assessments on the environment. Staff use radios to communicate with one another and monitor children's whereabouts. All staff are first-aid trained and carry medical kits with them at all times. They understand the process to follow when documenting accidents and incidents in the setting, with leaders monitoring and evaluating their findings, adapting activities where necessary.
- Leaders reflect well on care in order to meet the changing needs of children and families. Weekly meetings reflect on practice and allow staff to make changes

that are closely monitored. For example, recent changes to communication methods mean all families are able to gather a more precise understanding of children's time at the playscheme. However, this same robust evaluation is not evident when monitoring the effectiveness of mealtime routines. For example, during lunch, procedures do not maximise social interactions. This means that some children are in a rush to return to their friends and do not take full advantage of the delicious hot meals that are provided.

- Children with special educational needs and/or disabilities are very well supported by attentive and knowledgeable one-to-one staff. Leaders gather robust information about children and develop concise plans that provide children with a wealth of play opportunities. Equal focus is placed on supporting children's emotional well-being. For example, children receive pictures and information about their key staff prior to attending. They are offered bespoke settling-in sessions to familiarise themselves with the environment and routines at the playscheme.
- Leaders support staff knowledge, skills and practice well. Robust induction processes are in place, including completing essential first-aid and safeguarding training. Staff take part in additional play work and behaviour management training to ensure they are confident in their roles. Leaders complete regular supervisions to reflect on staff experiences and performance. This allows them to provide further support and training if required.
- The youngest children attending have a named member of staff, who is responsible for their well-being throughout the time at the playscheme. These team members communicate regularly with parents, sharing information about their children's day. Leaders request detailed information prior to starting around children's interests. Staff use this to create a fun environment that considers children's individual needs well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	130624
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10392417
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	142
<b>Name of registered person</b>	Three Rivers District Council
<b>Registered person unique reference number</b>	RP905900
<b>Telephone number</b>	01923 776611
<b>Date of previous inspection</b>	21 August 2019

## Information about this early years setting

Yorke Mead School Playscheme registered in July 2007 and is managed by Three Rivers District Council Leisure Department. The playscheme employs 12 members of staff. The playscheme opens from 8.30am until 5pm, Monday to Friday, during some of the Easter and summer school holidays, excluding bank holidays.

## Information about this inspection

### Inspector

Antonia Campbell

### Inspection activities

- The inspector and provider took a tour of the environment. They discussed how the playscheme is organised and the play opportunities provided for children.
- The inspector considered the views of parents and children by holding discussions with them and viewing written feedback during the inspection.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff and training programmes completed.

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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