

# Inspection of Junior Adventures Group @ Windermere AL1

Windermere Primary School, Windermere Avenue, St Albans AL1 5QP

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Inspection date:

30 September 2025

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

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Met

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

### **This provision does not meet requirements**

There are weaknesses in staff's knowledge of safeguarding. Although staff have attended safeguarding training, there are gaps in their knowledge of how to put this into practice to ensure they keep children safe. This results in children's safety and welfare being compromised, as staff do not have a good enough understanding of how to raise concerns.

Nevertheless, staff welcome children as they happily arrive at club. Children settle well, and there is a well-established key-person system in place to support younger children. Staff know children well and engage with them positively. Children demonstrate a willingness to join in activities. For example, they build various three-dimensional structures with construction materials. Staff support children to engage in discussions about what they have created.

Children enjoy being outdoors. Staff create opportunities for children to be active and develop their physical skills. There is a range of outdoor equipment that children can climb on, and they enjoy taking part in team activities. Staff teach children how to throw and catch a ball and participate in turn taking. This helps to promote good behaviour and positive choices. Overall, children behave well and are motivated to take part.

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

- Some staff have significant gaps in their safeguarding knowledge and are unsure how to identify and report concerns. They do not know the signs and symptoms that may indicate children who are at risk of harm. Although the club has a safeguarding policy in place, staff do not have a good enough understanding of this to enable them to know the action to take to raise concerns effectively. This includes if they have concerns about a colleague and how to report these to external agencies. This compromises children's safety and welfare.
- Staff support children to do things for themselves and develop their independence. Children like to carry out simple tasks and follow suitable hygiene tasks. For example, before having snacks, children independently wash their hands. This helps children to prepare for what is coming next and demonstrates their confidence in following routines.
- Children have opportunities to engage in role-play experiences with their friends. Staff support children's play by asking open-ended questions to encourage children to exchange their thoughts and ideas. Children take part in creative activities as they create art with fruit. Staff role model to children how to cut the fruit they can use. This helps children to join in and build confidence in their abilities.

- Leaders forge positive partnerships with the host school. They attend regular meetings to talk about how to support children and meet their individual needs. Leaders work together with teachers to build inclusive practice and use effective strategies for children who may need additional support. This approach helps children to transition well and engage in the club.
- Children play confidently, both indoors and outdoors. They make decisions and, at times, direct their own play. Staff prepare children for changes in the routine. For example, when children select to play outdoors, they wear an orange hi-vis jacket to enable them to be easily identified, and they know the areas where they can play. This helps children to understand rules and boundaries. Staff use walkie-talkies to share information with each other and support the transitions as children move between indoors and outdoors. This ensures that children's movements are accounted for safely.
- Staff provide updates about children and their daily activities for parents. Parents comment that children enjoy attending the club and say they talk positively about their experiences when they are at home. Parents report that the club is flexible to meet children's individual needs and has built a positive ethos in the local community.
- Leaders have robust processes for recruitment and ensuring the ongoing suitability of all staff working with children. Staff have supervision meetings and say they feel well supported in their roles.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure all staff have effective safeguarding knowledge and understand how to implement the setting's safeguarding policy and procedure.	11/11/2025

## Setting details

<b>Unique reference number</b>	EY545538
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10399464
<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>	30
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Junior Adventures Group UK Ltd
<b>Registered person unique reference number</b>	RP901001
<b>Telephone number</b>	07970499197
<b>Date of previous inspection</b>	3 December 2019

## Information about this early years setting

Junior Adventures Group @ Windermere AL1 registered in 2017. The club employs two members of staff. The club opens from Monday to Friday from 3.15pm to 6pm, term time only.

## Information about this inspection

### Inspector

Courtney McAllister

### Inspection activities

- The inspector was given a tour of the areas used by the club and discussed the safety and security of the premises.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Leaders provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents 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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