

Inspection of Club Excel

Aldenham School, Aldenham Road, Borehamwood WD6 3AJ

Inspection date:

21 July 2025

**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 are happy, relaxed and have lots of fun at this warm and welcoming out-of-school club. They form secure bonds with the kind staff, who get to know them well from when they first arrive. The club gathers information about each child. This helps children to quickly settle into staff's care. Staff differentiate the planned activities to meet the needs and interests of the children attending. This ensures children are engaged during their time in the club.

The youngest children move freely around the spacious rooms and outside space to engage in a wide range of play activities. Children focus for long periods of time. They cut and stick craft materials onto paper to make a pirate treasure map ready for their treasure hunt later in the day. Children are proud of their achievements and enjoy showing staff and visitors what they have created. Club rules are reiterated each day to children. This ensures they have a good understanding of staff expectations. Staff are good role models. They treat children with kindness and respect. Children mirror these respectful interactions and play cooperatively with their friends.

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

- The experienced staff team work well together. Staff are very happy in their roles. Staff speak positively of leaders at the club. They comment on the high levels of support they receive for both their professional development and their well-being. Staff return to the club each holiday, demonstrating their enjoyment. Parents talk of the joys of seeing friendly faces.
- Staff create an effective key-person system within the club. Returning children link up with familiar adults and staff ensure that children who know each other have the same key person. This supports their well-being within the club environment. At parts of the day, key persons spend time with their key children, getting to know them. This helps to make snack times sociable, and children enjoy talking about their day with the staff team.
- Children have a wealth of opportunities to be physically active within the club. The youngest children have access to a large outside space they can access throughout the day. The large sports hall ensures that children have access to physical activities regardless of the weather. Children enjoy completing races on the large inflatable obstacle course.
- Children's language is developed well at the club. Staff speak to children at their level and ensure they have eye contact to develop conversations. Staff narrate play. Children invite staff to join in with activities, which demonstrates the bonds they have together.
- Staff position themselves around the environment to ensure that children are

always visible to them. They are always tuned into children's whereabouts. Effective staff deployment ensures that children are well supervised.

- Older children have access to a wide range of activities, including performing arts and football. Children talk of their enjoyment of accessing these specific activities. Behaviour is exceptional and all children remain engaged at activities for long periods of time. Children with special educational needs and/or disabilities are well supported by staff. They put appropriate provisions in place. Staff have good knowledge of how they can support all children to access the activities they have chosen.
- Parents talk of the excellent organisation of the club. They discuss the large space the club occupies but how well thought out it is to always ensure children's safety. Parents receive information about their child's day at pick up. Children tell their parents they always have a good time.
- Staff have access to a range of training opportunities and are well inducted before the club starts. The leadership of the club is strong and there is a development plan in place to continue the growth of the club. For example, the introduction of a computer science club created specifically for 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	EY477721
Local authority	Hertfordshire
Inspection number	10392271
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 13
Total number of places	200
Number of children on roll	650
Name of registered person	Club Excel Leisure Limited
Registered person unique reference number	RP530522
Telephone number	01923469475
Date of previous inspection	14 August 2019

Information about this early years setting

Club Excel registered in 2014. The club employs 10 members of childcare staff. This includes five members of staff who hold qualified teacher status. The club opens Monday to Friday, from 8.30am until 5.30pm, during the holidays.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- The leadership team showed the inspector around the premises, and talked about how the club is organised and about the activities provided for children.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to parents and took account of their views.
- The inspector observed interactions between staff and children.
- The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on 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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