

Inspection of Junior Adventures Group @ Springfield

Springfield Primary School, Orchard Street, Kempston, Bedford MK42 7LJ

Inspection date:

11 September 2025

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Caring and receptive staff welcome children to the club. From the start, staff check in with children to find out how they are feeling. They offer children a quiet space to sit and chat should they need it. As a result, children quickly settle. They are keen to find out what the main activity will be and look around the room at the additional resources staff have put out for them. Children contribute their ideas and wishes about the activities they would like to see in the club. This helps staff to form a clear plan for each week. It also allows staff to ensure that they have the resources to provide fun and suitable activities for all age groups of children to enjoy.

Generally, children behave well. The new team of staff continue to embed consistent rules for children to follow. This helps to keep children safe, in addition to promoting consideration for others. For example, staff encourage children to sit together while they call the register. They gently remind children to listen to their peers while they are telling the group something they enjoyed at school that day. Children know they can sit quietly in a comfortable corner of the room. This allows them time to regulate their emotions and rest. Staff respect children's feelings and sensitively offer support when needed. As a result, children feel valued.

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

- Children enjoy the activities that staff plan for them. Staff consider when the activity will take place, allowing children who are due to be collected earlier in the session to join in too. This helps to demonstrate the inclusive ethos that staff promote. For example, all children enthusiastically gather around the table and listen to staff's explanations about what they are going to do. Children talk about what they see while they pour water over some sweets. The youngest children predict what colour the water will turn while older children think of more scientific reasons for the changes. As a result, children access activities at a level that maintains their engagement.
- Staff work well together. They use their skills to assess and implement how they can most effectively promote children's good behaviour in positive ways. For example, staff give clear explanations of the reasons why children are being asked to follow requests. This helps children to develop a good understanding of right from wrong.
- Providers ensure that staff are suitable for their roles. They check their suitability through robust recruitment procedures. New staff are supported through a structured induction programme. This helps them to quickly familiarise themselves with policies and practices to care for and support children in the club effectively. Providers offer staff continued support and coaching to

contribute to enhancing the skills and experience of staff. This helps to promote positive interactions with children.

- Staff communicate well with teachers and leaders within the host school. For example, when they collect children from their classrooms, staff find out any important information about children's day. This helps them to know how to help support children in the club.
- Partnerships with parents and carers are good. When children are first enrolled into the club, staff ask parents to provide detailed information to help key persons and staff know about children's interests and any medical information. This helps staff to keep children safe and well. For example, staff ensure that children with specific food allergies do not come into contact with ingredients that could harm them.
- Staff are keen to involve children in the club. For example, children who stay for tea help to prepare the meal. They make their own sandwiches under the guidance and supervision of staff. This helps to build their skills for independence.

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	2739635
Local authority	Bedford
Inspection number	10399418
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	4 to 10
Total number of places	24
Number of children on roll	20
Name of registered person	Dawn Until Dusk Ltd
Registered person unique reference number	RP902292
Telephone number	01234 930505
Date of previous inspection	Not applicable

Information about this early years setting

Junior Adventures Group @ Springfield registered in 2023. It is independently run and operates sessions from Springfield Primary School in Bedford. The club operates during term time, from 7.30am until 8.30am and between 3.15pm and 6pm, Monday to Friday. There are two members of staff, who hold qualifications at level 2 or level 3.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector observed activities in the club. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager about the plans currently being implemented in the club.
- The inspector viewed a range of documents, including the suitability checks of staff and electronic systems for attendance and accidents.
- A small number of parents spoke to the inspector, who took their views into consideration.

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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