

Inspection of Junior Adventures Group @ Castleward DE1

Castleward Spencer Academy, Canal Street, Derby DE1 2RJ

Inspection date: 11 June 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

Children thoroughly enjoy their time at the setting. They have lovely friendships with each other and positive relationships with staff. Staff are very positive role models and promote a calm and comfortable environment, where children show that they feel secure. Children show care and consideration for other children. When a child is relaxing in the book corner another child sits with them to keep them company. The children enjoy listening to a story read by a member of staff. Staff make sure that all children are included in the conversations about the story and encourage them to talk about their own experiences.

Staff regularly seek children's views regarding their interests. They use this information to plan a range of activities and also to purchase additional resources. Staff plan an activity where children draw to music. When staff establish that children really enjoy this activity they ensure it is repeated, varying the music to further prompt children's imagination and creativity. Children enjoy other opportunities to be creative. Children decorate fairy houses, which is something staff have added to the planning having sought children's suggestions. Staff guide children on how to use the resources, for example how to squeeze glitter out of the tube. Staff praise children's achievements, which helps to build their confidence and self-esteem.

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

- Staff know the children well. During conversations with the children, staff talk to them about their families and what they like to do. This helps children to feel valued. Staff help children to understand the expectations. Children behave well. They enjoy each other's company and join in with group games, such as table football.
- Parents and carers speak highly of the staff, who they describe as 'lovely'. Communication is effective, staff update parents on what their children have been doing during the session as well as any messages from school. Parents value that staff take on board their suggestions of how to help their children within the setting. They describe how children are being supported with their learning, and also in their care, for example being encouraged to try a greater variety of foods.
- Children immediately start playing with the toys when they arrive. Staff have a clear understanding of their roles and responsibilities, which ensures the sessions run smoothly. There is a seamless transition between play and teatime so that children have as much time as possible to play. Staff manage the collection of children well to minimise any disruption to play.
- Staff undertake appropriate training when they first start with the organisation

and refresh this on a regular basis. They are confident in the policies and procedures, such as child protection. Staff are continually reflecting on practice and how they can improve the experiences for children. For example, they have reorganised the playroom to ensure children can move around easily and have a quiet space to rest at the end of the school day.

- Children are given a choice about what they eat at teatime. Staff are knowledgeable about children's dietary needs, preferences and allergies to ensure their needs are met. Staff follow good hygiene practices when preparing food.
- Staff collect younger children from their classrooms and gather any relevant information from teachers about children's day. They have recently implemented a record book for younger children, where they can record information about the child. However, although staff recognise the importance of discussing any specific support needs of children, they have not yet started to do this to ensure there is a consistent approach.
- Staff implement effective procedures to ensure children's safety. They check the premises and equipment before children arrive each day. They follow a well-established routine, when they collect children from school at the end of the day. Children understand the expectations, for example they know they need to hold the handrail while they climb the stairs and that they need to sit at the table while they are eating.

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	2805284
Local authority	Derby
Inspection number	10407044
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 8
Total number of places	20
Number of children on roll	20
Name of registered person	Junior Adventures Group UK Ltd
Registered person unique reference number	RP901001
Telephone number	07729122079
Date of previous inspection	Not applicable

Information about this early years setting

Junior Adventures Group @ Castleward DE1 registered in 2024 and is based in Castleward Spencer Academy school in Derby. The setting employs four members of staff. The setting opens from 7.30am to 8.45am and 3.25pm to 6pm, Monday to Friday during term time.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The deputy manager provided the inspector with a sample of key documentation on request.

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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