

Inspection of Jousters At Roundwood

Roundwood Primary School, Roundwood Park, Harpenden AL5 3AD

Inspection date:

18 September 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are keen to arrive and explore the activities on offer at this lively club. They have access to a variety of stimulating, age-appropriate resources, both indoors and in the extensive outdoor areas. Staff carefully plan an environment that meets the varied interests of all children. For example, the youngest children who attend have their own dedicated play areas indoors and outdoors. These are well equipped with age-appropriate activities that meet their specific needs and interests. Older children explore sports equipment and play team games with staff on the school playground. They enjoy completing crafts and organise role-play activities with their friends, such as creating their own hairdressing salons and cafes.

Children with special educational needs and/or disabilities (SEND) and young children are well supported by qualified staff, who demonstrate a good understanding of their specific needs and behaviours. These staff demonstrate particularly close relationships with children and are very attentive to their needs. This supports children to feel secure, settle well and enjoy the time they spend at the club.

Staff promote positive behaviours among children. They are good role models, demonstrating respectful behaviours to one another and children. Staff encourage team games, where children respect and follow the rules well. If behaviours fall below the expected level, leaders and staff are swift to intervene and implement strategies, such as group discussions and mediation. This means children are very aware of how to behave and adhere to setting boundaries well.

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

- Leaders conduct regular supervision meetings with all members of the team. They use this to identify development needs and monitor staff well-being. Staff embrace the opportunity to complete additional training courses to enhance their skills. Leaders encourage staff to take on additional responsibilities, such as planning and organising focused activities such as crafts.
- Children demonstrate they feel at home in their after-school club. They are very familiar with the routines and follow them well. On arrival, children place their possessions in allocated boxes. They help themselves to snacks and drinks and tidy their plates away afterwards.
- Leaders and staff develop respectful relationships with the host school. At drop off in the morning and when collecting in the afternoon, staff share essential information with class teachers. This knowledge allows staff to provide additional support and care when needed.

- Parent partnerships are strong. Parents speak positively about the support staff offer for families during periods of transition. They appreciate the flexible approach of leaders and staff as well as the robust communication they receive daily.
- Children with SEND are very well supported by nurturing staff, who have a deep understanding of children's individual needs. Staff create child specific resources to help children to settle and feel safe in the club. Communication with the host school ensures children's individual needs are well considered and there is a collaborative approach to the support children receive.
- Settling-in processes are well considered and support children to enjoy their time at the club. Staff gather detailed information about children's interests and use this to plan an environment that they will find exciting. Leaders organise special settling-in sessions, where children and parents can attend together and familiarise themselves with staff, routines and other families. During children's first week at the club, staff provide parents with daily written feedback to assure them that children are settling well.
- The youngest children who attend are very well supported by an attentive and well-qualified team of key staff. These staff also work at the host school and have a deep understanding of these young children. This means they are able to further support children's learning and emotional well-being while at the club.
- Children's safety is a priority in this large and vibrant club. Staff use a radio system to communicate with one another and ensure children are supervised at all times. Robust risk assessments are completed on all activities and areas of the environment. Children enjoy healthy snacks that are planned around their preferences and any allergies they may have. Staff sit with children while they eat to monitor their safety and establish appropriate mealtime routines.

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	EY549060
Local authority	Hertfordshire
Inspection number	10407681
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 11
Total number of places	70
Number of children on roll	90
Name of registered person	Jousters Childcare Limited
Registered person unique reference number	RP902604
Telephone number	01707 894650
Date of previous inspection	15 January 2020

Information about this early years setting

Jousters At Roundwood registered in 2017. The club employs nine members of childcare staff. Of these, four hold childcare qualifications at level 3. The club opens from Monday to Friday, during term-time only. Sessions are from 7.30am to 9am and from 3pm to 6.10pm.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector and provider took a tour of the club. They discussed how the club is organised and the play opportunities provided for children.
- The inspector considered the views of parents by speaking to several 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.
- The inspector observed the interactions between staff and children during activities.

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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