

Inspection of Junior Adventures Group @ Arnham Wharf E14

Arnham Wharf Primary School, 1 Arnham Place, London E14 3RP

Inspection date:

26 November 2024

**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

Staff create a warm and welcoming atmosphere. Children burst in through the doors, happily announcing their arrival. They cheer when they see their friends are already there and 'high five' staff to greet them. Children are very secure within the setting. They know the routine and without prompting, they hang up their belongings and quickly find an activity they would like to do until everyone has arrived. The thoughtful layout of activities ensure that children are engaged and focused on their chosen tasks.

Staff have clear rules and boundaries in place for children. They discuss these at the start of every session during the welcome circle time. These gentle reminders support children's good behaviour. Older children care and support those who are younger than them. For example, they provide help with tasks they may find difficult, such as opening the play-dough pots for them or explaining how to play games.

Children with special educational needs and/or disabilities (SEND) are well supported within the setting. Staff work closely with parents, their own inclusion officers and the school's SEND coordinators. They put plans in place to ensure that all children can participate in a wide range of experiences which meet their individual needs.

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

- Leaders and managers are ambitious and focused on driving change and continuous improvement within the setting. Some managers are relatively new to the role but have already implemented changes that have positively affected the setting. Parents especially comment on how much more effective communication has been since the arrival of the new management team.
- Children are heavily involved in the planning of activities and experiences within the setting. Each week, staff hold a children's meetings where children discuss their current interests and which activities and experiences they would like to do. For example, previously, children decided they would like to do a fruit tasting activity, so staff facilitated a fruit cocktail experience. Children created their own versions using different fruits, such as mango, grapes and blueberries.
- Staff support children to develop confidence and high levels of self-esteem through public speaking. During the welcome circle time, staff invite children to stand up and say their names and share something positive they would like to achieve this week, or something they like. Children listen respectfully as their peers talk and cheer them after. They sit down again with big smiles on their faces, pleased to have shared with others something important or special to

them.

- Staff interact enthusiastically with children. They ask questions about their day and listen with interest to the answers children give. When children share information, such as that it is their parents' birthdays, staff help children to gather resources so they can make a special card to take home. Staff join in with the cheering and whooping during a competitive game of in the atrium. They skilfully recognise which children need extra support to regulate their emotions, especially during times of transition. Staff are swift in stepping into to support this to enable children to feel safe and secure.
- Partnership with parents is positive. Bookings are made via an app and all policies and procedures are also shared with parents in this manner. However, staff always have time at the end of the session to talk to parents about how children's days have been and what they have enjoyed. Parents appreciate the warmth and kindness of staff when delivering these daily messages.
- The setting is reflective in its practice. Staff have recently implemented a new feedback book to encourage parents to leave feedback on the service provided, to help the setting continue to strive for continuous improvement. Children also reflect regularly during the children's meetings and share their own feedback on what would improve the club. For example, children recently suggested that more construction resources would be beneficial to allow more children to play with this resource at one time.

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	2695106
Local authority	Tower Hamlets
Inspection number	10363643
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 11
Total number of places	20
Number of children on roll	30
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 @ Arnham Wharf E14 registered in 2022. It is independently run and is based in Arnham Wharf Primary School. The setting is open during term time, from 7.50am to 8.50am and 3.20pm to 5.45pm, Monday to Friday. There are three members of staff, all of whom hold qualifications at level 2 and above.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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