

Inspection of Junior Adventures Group @ Larmenier & Sacred Heart W6

Larmenier & Sacred Heart CP School, 41a Brook Green, London W6 7BL

Inspection date:

15 July 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

Staff are collected at the end of the school day by staff eager to ask them questions about how their days have been. They enter the hall space and independently put away their belongings before selecting an activity to take part in whilst they wait for the rest of the group to arrive. Once everyone has arrived, all children and staff gather for registration. Children are welcomed by name. Staff discuss with children what is available to do, and big cheers go up as staff reveal the opportunity available to make glitter slime. Children are secure and confident at the setting.

The behaviour of children is good. Older children help and support those younger than them. As children play archery outside, older children support others to get their arrows onto the bowstring ready to launch. Younger children watch carefully, picking up the skills they need to do it independently the next time.

The support for children with special educational needs and/or disabilities is excellent. Staff support children to access the full range of opportunities available. They understand the children's individual passions and support them to share these with others. Staff work closely with parents and the school to provide consistent strategies for children.

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

- Staff know children well. They understand the needs, interests and developmental stages of all children attending the club. They talk about how they gather the views of children to influence what resources and activities are out during each session.
- Children are confident within the setting. They play cooperatively together, chatting away as they draw pictures or challenge each other at games and matches. Children are eager to share with others what they have made, holding up houses made of blocks or a picture they have drawn of a superhero. They revel in the praise and encouragement they receive from staff for these achievements.
- Staff at the setting promote children's communication and language development in a variety of ways. Staff give children the opportunity to ask questions at the end of the registration time. Staff ask children questions and engage in conversation about their past experiences. Before snack they have a quiz, introducing new language and getting children to recall facts previously shared.
- Staff are passionate in their roles and enthusiastically engage with children. They join in with football matches or sit in a quiet space with children sharing

stories. Staff provide direction to children on how to make slime, but give children the space to complete the task independently. Children choose the colour of glitter they would like, laughing as they mix all the ingredients together and working out how to make it less sticky and more slimy.

- Children enjoy their time at the club. They talk about how fun it is and that there is always lots of different opportunities for them to take part in. Children like that they have extra time with their friends outside of the school day. Children comment that staff are funny and kind and always there to help them when they need it.
- Staff develop routines that help support children's health, safety and independence skills. For example, children understand they must wash their hands before mealtimes and after using the toilet to prevent the spread of germs. Children are very clear about the boundaries of the setting and which areas of the playground they are allowed to use. At snack time, children line up to prepare their own meal. As they make pizza bread, they move along the line choosing which toppings they would like.
- Partnership with parents is good. Parents describe staff at the setting as warm and friendly. Parents of the younger children comment that attending the setting has really helped children develop confidence within their Reception Year. Parents feel that communication is effective and any queries are answered quickly.
- Staff at the setting feel well supported within their roles. They complete a comprehensive induction which contains extensive training modules to help them understand their roles and responsibilities. Regular supervisions and appraisals allow staff to discuss any concerns and what opportunities there are to further develop in their role.

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	2739113
Local authority	Hammersmith & Fulham
Inspection number	10399047
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	50
Number of children on roll	85
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@Larmenier & Sacred Heart registered in 2023. They are based in Larmenier and Sacred Heart Catholic Primary School within the London borough of Hammersmith. The setting operates from 7.45am to 8.45am and 3.20pm to 6pm, Monday to Friday, during term time only. The setting employs five members of staff with three qualified at level 2 and one qualified at level 6.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The general manager joined the inspector on a tour and talked to the inspector about the activities provided.
- 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 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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