

Inspection of Little Deers Children's Club

Swing Gate Infant School And Nursery, Swing Gate Lane, Berkhamsted HP4 2LJ

Inspection date:

11 September 2025

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are greeted warmly and welcomed by the nurturing staff. They put their belongings into their class boxes and make their way into the club. Children clearly enjoy being at the club. They form good relationships with the staff, who are gentle and kind in their manner. Staff are adept at settling new children and quickly engage them in play. Children are kind to each other. Older children follow the good example set by staff and help younger children. For example, they hold the trampoline still for the younger children. Children's behaviour is excellent.

Staff know the children's needs, their likes and dislikes. They use this to provide interesting and fun activities for all children. Children are eager to explore what is on offer for them. They are excited to see trucks and helicopters and play cooperatively sharing resources and taking turns.

Staff show a genuine interest in the children and what they are doing. They have conversations with the children and join in with their play. Children enjoy the exciting craft opportunities set out for them and talk about what they need next to make their 'Little Deer'. They paint, glue and decorate their deer faces and take pride in their creations.

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

- Leaders and staff are passionate about providing a safe and nurturing environment for the children. They have built strong relationships with the staff at the school. They collect children from the classrooms so that they can share information to enable them to meet children's needs. This provides consistency of care for children.
- Leaders and staff ensure children have opportunities to have settling-in sessions before starting the club properly. They use these sessions to find out about the children's needs, likes and dislikes and plan future sessions according to this.
- Children build good relationships with staff. Their interactions are warm, fun and friendly. Staff effectively nurture children and meet their individual needs. For example, they notice when the new children are unsure of where to go and gently take their hand and engage them in play.
- Staff encourage children to be independent. They have clearly organised areas to put their coats and bags and are encouraged to find them at home time. Children are given opportunities, on a rota basis, to choose activities for the club. Older children are independent in their self-care. Staff encourage children to complete their craft activities independently and ensure the challenge is set at an appropriate level.
- Children have opportunities to take part in a wide range of varied activities. They

can run around, play with balls and climb outdoors. They have a quiet rest area with cushions and books. They have resources that stimulate imagination and creativity and opportunities to develop their large- and small-muscle skills.

- Children know to wash their hands before snack. They sit together with their friends and staff and chat about their day. They are offered healthy options, and their preferences are listened to and addressed if possible. There are robust procedures to ensure that children with allergies are safe.
- Parents speak highly of the club. They say communication is effective and the staff are kind and approachable. They say it is a positive environment and children love to be there.
- Leaders have arrangements in place for regular supervisions, appraisals and staff meetings. Staff complete mandatory training, such as paediatric first aid and safeguarding courses. They also attend other courses relevant to the club. Staff are very happy in their roles and say they feel like a strong team. They feel their well-being is considered by leaders.

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	EY548369
Local authority	Hertfordshire
Inspection number	10399077
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory 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	50
Number of children on roll	60
Name of registered person	Hanson, Lynne Marie
Registered person unique reference number	RP515534
Telephone number	07756 985715
Date of previous inspection	19 November 2019

Information about this early years setting

Little Deers Children's Club registered in 2017. The club operates from classrooms within Swing Gate Infant School And Nursery in Berkhamsted. It is open from 3pm to 6pm, Monday to Thursday and 3pm to 5.30pm on Friday, during term time. The club employs seven members of staff, five of whom hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector
Clare Eyre

Inspection activities

- The inspector took a tour of the club with the provider. They talked about how the club is organised and discussed the play opportunities they provide for children.
- The inspector observed the quality of interactions between staff and children.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- The inspector held discussions with the provider and manager.
- The inspector spoke to a sample of children, staff and parents and took account of their views.

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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