

Inspection of Junior Adventures Group @ Beechfield WD24

Beechfield School, Gammons Lane, Watford WD24 5TY

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

Children become absorbed in exploring their after-school club and engage deeply in the wealth of exciting activities staff organise daily. Leaders have a strong understanding of children's individual interests and consider this well when planning an exciting environment. Young children explore an array of sensory play, including modelling dough and shaving foam. Outdoor play opportunities are extensive. Children can explore team games on the large playground area as well as quieter activities, such as reading and playing games in several calm and relaxing spots in the club.

Children play an active role in planning their play experiences. Staff encourage them to express their interests that are then used to inform the planning of future activities. For example, children are excited to create origami crafts with the special papers and instructions staff have sourced.

Staff support children to take on age-appropriate tasks in the club to support their growing independence and develop a sense of ownership and responsibility in their environment. Children make their own wraps and sandwiches at snack time and help clear away afterwards. They happily tidy away resources after play, understanding the need to keep their environment safe for themselves and others.

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

- Strong processes are in place that support children to settle well in the club. Leaders and staff work with parents and teaching staff, where appropriate, to gather a detailed insight into children's specific needs. Staff have robust processes in place to support the youngest children who attend. Additional communication methods are in place, and children are allocated a named member of staff, who acts as a point of contact for parents and provides additional emotional support.
- Leaders and staff develop strong partnerships with the host school and teaching staff. At drop off in the morning and when collecting in the afternoon, staff share essential information with class teachers about children's moods and experiences. This allows staff to provide additional care and support if necessary.
- Children are safe in their after-school club. Staff consider any specific medical needs well, and have robust processes in place to support children who have allergies. Staff monitor children's whereabouts in the extensive outdoor areas by supervising them well and using a radio system to communicate with one another. Furthermore, staff support children to explore ways to keep themselves safe. For example, children understand the need to wear bright jackets when exploring the large playground so that they can be seen.

- Children are kind and considerate towards one another. They pass one another food at snack time, display good manners and help their friends in tasks. Children understand the need to cooperate well in play. Staff provide them with timers that they readily use to monitor time spent in popular activities. On occasion, however, leaders could better consider the organisation of some group activities to ensure children have a better understanding of appropriate behaviour expectations and boundaries.
- Snack times are highly sociable occasions, where children sit with staff and friends enjoying healthy and nutritious foods. Staff support these close relationships and friendly interactions by encouraging children to share jokes with one another and discuss recent trips and experiences they have taken with their families.
- Leaders support staff practice with termly supervisions and access to extensive training opportunities. Effective methods of coaching are in place, with leaders role modelling teaching and play practices and observing staff interactions with children. Leaders consider staff well-being by providing access to external support and providing opportunities for staff to discuss their concerns.
- Feedback from parents is positive and complimentary about staff and the care they provide. Parents particularly praise staff for the exciting and varied activities they provide for children. They acknowledge how this supports children to look forward to the time they spend at the club.

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	2746258
Local authority	Hertfordshire
Inspection number	10407800
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	120
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 @ Beechfield WD24 registered in 2023. It operates out of Beechfield School, Watford, Hertfordshire. Sessions are from 7.30am to 8.30am and 3pm to 6pm, Monday to Friday during term time.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025