Inspection of School's Out Activities at Shenfield High School

Shenfield High School, Alexander Lane, Shenfield, Brentwood CM15 8RY

Inspection date:	22 August 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 excitedly arrive at camp. Staff are ready to greet children and show a visual timetable of fun activities for the day. Staff use colour coded systems and t-shirts to organise groups, helping children feel safe and secure. This also encourages children's sense of belonging, supports them with their individual needs and helps them build special relationships with friends. Leaders and staff create activities to enhance children's learning experiences. Children enjoy a range of physical activities such as multi-sports and swimming. They learn how to keep safe in water and swim in areas they are capable of. This helps children to develop confidence in their own abilities.

Staff are positive role models to help children understand camp rules. Children help one another with ideas and how to take good care of equipment they play with. When they explore the bouncy castle, children listen well to instructions from staff. This helps children to build a secure understanding of boundaries and behave well. Staff regularly check in with children and talk about how they feel. Children receive emotional support and benefit from secure bonds created with staff. As a result, children develop confidence and are deeply involved when they participate in activities.

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

- Leaders and staff are committed to providing high-quality experiences and a safe environment for all children. They recognise the importance of promoting children's well-being and considering their needs to develop their involvement. Younger children benefit from an effective key-person system and staff know children well.
- Staff feel valued at camp. They positively report how they receive support in their roles by leaders. Leaders prioritise staff's professional development and have built a progression pathway of learning. This helps staff to understand their responsibilities as they move up in roles. As a result, staff make good use of training opportunities and work together as a team.
- Leaders and staff recognise that younger children need support to regulate their emotions. Staff role model reading books to children. This develops opportunities to extend children's communication and language. Staff ensure children have access to quieter spaces and table activities to make choices in their learning.
- Children are enthusiastic to take part in activities. They learn step by step how to make rockets. Children learn facts about space and build confidence to share their ideas. Staff plan arts and crafts activities that children enjoy, developing their engagement. This helps to improve children's experiences at camp.
- Parents are pleased with the care and experiences children have. They speak

highly of the efforts leaders and staff make to ensure children's needs are met. Communication is a priority, and parents receive regular information about their child's day. As a result, parents feel well informed and praise the variety of opportunities children have to learn.

- Opportunities for children to develop their physical skills is strong. They access various activities across indoor and outdoor spaces. Children experience swimming and learn how to build their stamina. They challenge one another in team games and demonstrate skills of running, jumping and throwing.
- Leaders and staff provide children with opportunities to develop their independence. Children select resources and equipment of their choice to build dens and houses. They express ideas they have, and problem solve how they can construct these securely. Children demonstrate self-confidence as they become creative in their construction. As a result, this helps children to become confident in their abilities.
- Leaders and staff carry out routine risk assessments of play areas that are accessible to all. They help to build children's understanding of 'Camp Rules' through effective role modelling. Leaders effectively work closely with the local authority to ensure children access funding they are entitled to. This helps leaders to build positive relationships with professionals and establish strong links in the community.

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	2744202
Local authority	Essex
Inspection number	10407809
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 16
Total number of places	120
Number of children on roll	434
Name of registered person	School's Out Activities Ltd
Registered person unique reference number	RP548120
Telephone number	01473 942990
Date of previous inspection	Not applicable

Information about this early years setting

School's Out Activities at Shenfield High School registered in 2023. The club currently employs 25 members of childcare staff. All staff hold appropriate qualifications, including nine who hold qualified teacher status. The club opens from Monday to Friday during school holidays. Sessions are from 8am until 6pm.

Information about this inspection

Inspector
Courtney McAllister

Inspection activities

- The nominated individual showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the club.
- Children told the inspector about their friends and what they like to do when they are at club.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents shared their views of the club with the inspector.
- The nominated individual provided the inspector with a sample of key documentation on request.

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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