

Inspection of Cascade Camps at Lockers Park School

Lockers Park School, Lockers Park Lane, HEMEL HEMPSTEAD HP1 1TL

Inspection date:

31 March 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 enjoy attending this relaxed, welcoming setting. The well considered use of space means that younger children have dedicated base rooms, helping them to feel secure and comfortable. The very good partnership working with parents and the school aids staff in building a comprehensive knowledge of children's needs and their personalities. This sensitive consideration of each child contributes significantly to children settling quickly and feeling secure. Children respond to the positive environment. They work well together and are eager to play. For example, children concentrate as they line up blocks, taking turns to make them tumble. They persevere as they work out how to make the blocks turn corners, experimenting as they trial different shapes. These daily experiences assist children in building the skills that underpin their learning.

Staff are excellent role models and children reflect their caring, respectful approach. Children demonstrate a mature understanding of behaviour. They readily share resources and contribute to decision-making, understanding that others have different views and they may need to compromise. Staff prioritise children's safety, supervising them at all times and thoroughly checking indoor and outdoor areas. They support children well in understanding safety. For example, children assess whether branches look safe and can hold their weight before attempting to swing on them.

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

- Staff demonstrate a genuine enjoyment of their work and are committed to ensuring that every child has the best experience possible. Effective supervision and consultation support staff in reviewing and developing their individual practice and that of the setting as a whole. They continuously assess all areas, making changes in response to the needs of the children attending.
- Staff fully appreciate that this is out-of-school care and ensure that children are able to relax and enjoy their school holidays. They successfully combine this with offering children appealing activities. For instance, children develop their language and creativity as they talk with staff about their favourite foods, offering to 'cook' these in the role-play kitchen.
- Children's easy access to a wide range of reading materials enhances their enjoyment of books and reading. Group story times capture their attention and imagination as staff read with animation. Children eagerly remember favourite stories, joining in with repeated refrains and predicting what happens next.
- Children have numerous opportunities that support them in developing their language and communication skills. For instance, when children run across a field, they talk about who came 'first, second and third', going on to discuss a

recent sports day. Staff support children well in learning and using new vocabulary. For example, they remind children about previously seeing people cutting the trees and children recall the word 'lumberjack'.

- Good staff interaction supports children in building on their play. For example, children playing with blocks talk with staff about what they are building. They are inspired to add dinosaurs and to make 'dinosaur houses'.
- Children enjoy many daily opportunities that aid them in developing physical skills. For example, they climb, stretch and balance on static play equipment. Ongoing discussions, such as why we use sun cream and the importance of keeping hydrated, help children understand how to keep their bodies healthy.
- Staff make good use of opportunities to support children in recognising and understanding differences. For example, children enjoy learning simple sign language when reading a story, going on to discuss why some people use this as a way of communication. Children have opportunities to share their own culture and family traditions, such as teaching one another words in their home languages and talking about the foods they eat at home.
- Staff build very good partnerships with parents. They communicate well, sharing details of planned activities and information about how children have spent their day. Parents speak highly of the setting, particularly noting how well staff understand children and put them at ease.

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	2720593
Local authority	Hertfordshire
Inspection number	10388732
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	3 to 14
Total number of places	120
Number of children on roll	500
Name of registered person	Cascade Social Enterprise Ltd
Registered person unique reference number	2643243
Telephone number	07395087250
Date of previous inspection	Not applicable

Information about this early years setting

Cascade Camps at Lockers Park School registered in 2023 and is independently run. The setting employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including three with qualified teacher status. The setting opens from Monday to Friday during all school holidays, except for Christmas. Sessions are from 8am until 6pm.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- The company director showed the inspector the areas used for childcare and discussed how they ensure these are safe and suitable.
- The inspector observed interactions between staff and children inside and outside. She and the early years coordinator discussed and reviewed activities.
- Meetings were held between the inspector, the company director and the early years coordinator. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff and children at appropriate times during the inspection and took account of their views. She also viewed written feedback from parents.

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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