

TOPKIDZ @ RADLETT PREP

Unique reference number (URN): 2764840

Address: Radlett Preparatory School, Kendall Hall, Watling Street, Radlett, HERTFORDSHIRE, WD7 7LY

Type: Childcare on non-domestic premises

Registered with Ofsted: 14/12/2023

Registers: EYR, CCR, VCR

Registered person: Topkidz Out-Of-School Hours & Daycare Group Limited

Inspection report: 21 May 2026

Exceptional	
Strong standard	● ● ● ●
Expected standard	
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders have established an incredibly warm, positive and respectful environment that children thoroughly enjoy being in. Staff plan activities around children's interests. Children's engagement is incredibly high. This fully supports children's behaviour, which is exemplary. Staff follow the same rules as the school for which they provide wraparound care. This helps children to have a secure understanding of the expectations and continuity over transitions. Staff are consistent and gently explain to children that rules keep all children safe. For example, children know that they must always stay in sight of staff.

Staff model respect and care for each other. Children consequently behave in the same way. For example, they happily take turns with individual resources and play games, such as tabletop football, collaboratively. Key persons build secure relationships with children, promoting their confidence to talk about their needs and feelings. Children talk about how kind the staff are and how they enjoy coming to the club because of the variety of activities and opportunities to play with children of all ages. Leaders make full use of routines to support children's social skills, and they sit down to snack, chatting happily with their friends. Leaders support children's attendance. They follow up on unexplained absences with the school.

Children's welfare and wellbeing

Strong standard ●

Leaders and staff are passionate about ensuring that children's welfare and wellbeing is at the heart of everything they do. They build extremely trusting and secure relationships with all children, including those with special educational needs and/or disabilities or other barriers to their wellbeing. As a result, children feel fully able to relax and enjoy the activities available. They feel comfortable in the well-established and familiar routines of the club. High-quality systems are well embedded. Staff know children and families incredibly well. They are sensitive and highly responsive to the varying needs and changing circumstances of individual children and families.

Children have opportunities to explore a range of activities that cater for their every need. For example, they can read quietly, play collaborative games or engage with fidget puzzles that enhance their focus. Children have lots of opportunities to play outdoors and have access to explore nature or run around. They stand back fascinated, quietly observing a rabbit in the play area, only moving forwards as the rabbit moves away. Children learn how to keep themselves and others around them safe in their play, such as by thinking about risks involved. For example, they know how to use the adventure trail correctly.

Children fully understand the importance of hygiene. They know to wash their hands before meals without being asked. Leaders promote healthy lifestyles, including exercise. They provide a nutritious diet with healthy meal options, and, as a result, children consistently make their own healthy choices. There are secure procedures in place for children's known allergies. While children eat, staff follow appropriate practice to keep them safe. Children develop positive manners and social skills through mealtime routines.

Inclusion

Strong standard 

Leaders are passionate about ensuring that all children feel included, valued and have access to the same fun experiences that their peers do. Leaders work extremely closely with the school for which the club provides wraparound care. They engage with school staff very well when children need extra support. They work together to identify and assess additional needs and monitor the effectiveness of interventions closely. Leaders ensure that staff receive appropriate training to support children with special educational needs and/or disabilities (SEND).

Staff ensure that children with SEND have the necessary adaptations in place to have a wonderful experience in the club. For example, they arrange for some children to arrive a little later than the initial rush, when the club is calmer. Staff manage children's behaviour very well. They anticipate where problems might arise and have strategies in place to support children who need it. Staff purchase resources that help children to focus and be calm when they are feeling overwhelmed and need space away from others. They ensure that all children are pre-warned of transitions, such as 5-minute warnings to prepare for snack.

Leadership and governance

Strong standard 

Leaders are dedicated, passionate and focused on providing the best possible experiences and outcomes for the children in the club. They have an excellent understanding of their strengths and areas to improve. Leaders work extremely closely with the school they are associated with to fully support all children, including those with special educational needs and/or disabilities or other barriers to wellbeing. Leaders regularly reflect on the quality of care and routines within the club to support children's independence and experiences. For example, leaders change where older children leave their bags so younger children can be independent and responsible for their own belongings.

Regular meetings with staff ensure continual improvement in practice. All staff share the same dedication to children's wellbeing. They work incredibly well together as a team. Staff feel extremely well supported and are encouraged to further their professional development. Leaders care enormously about the wellbeing of staff, and staff turnover is extremely low. As a result, children build very close bonds and relationships with them. Leaders ensure that staff wellbeing is high by providing access to independent emotional and mental health support. They attend workshops and conferences together to further their understanding of providing superb experiences in a wraparound care context.

Leaders and staff fully engage with parents and carers, who speak incredibly highly of them. They say their children love to attend and enjoy their time and activities at the club. Leaders and staff work closely with the school to ensure full continuity of care.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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What it's like to be a child at this setting

Children are warmly greeted as they arrive at this friendly and caring club. They clearly know the routines. For example, children put their belongings away and choose one of the enticing activities available. Some children play collaboratively negotiating the cars around the garage. Other children choose to quietly look at books or draw. Children enjoy their time at the club. Staff have an excellent understanding of their individual needs. Children behave extremely well. Staff have high expectations that children rise to. Children listen well and pay attention when staff speak. Staff use strategies to help children to know when transitions

are about to take place. Children are kind to each other. Older children are patient and thoughtful with the younger children. For example, they take care to kick the football gently.

Children's needs, likes and dislikes are well known to staff, who plan activities based around children's interests. They enthusiastically join in conversations with children, take part in their play and show genuine interest in what they are doing. For example, children excitedly tell the staff about the snails they see in the pond. Staff encourage children to count how many they can find.

Children enjoy a wonderfully healthy and tasty meal. They sit together and develop their social skills by chatting with their friends and the staff. Their manners are impeccable as they say 'please' and 'thank you' as staff offer choices of fruit and vegetables. Children enjoy a range of indoor and outdoor activities, and there is a lot of fun and laughter. They have the support they need to help them to stay safe and busy and have fun after school.

Next steps

- Leaders should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the wellbeing of all children, including those with special educational needs and/or disabilities or other barriers to their wellbeing.
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About this inspection

The inspector spoke with leaders, staff, children and parents and carers during the inspection.

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.

Inspector:

Clare Eyre

About this setting

Unique reference number (URN): 2764840

Address:

Radlett Preparatory School

Kendall Hall, Watling Street
Radlett
HERTFORDSHIRE
WD7 7LY

Type: Childcare on non-domestic premises

Registration date: 14/12/2023

Registered person: Topkidz Out-Of-School Hours & Daycare Group Limited


Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 17:30

Local authority: Hertfordshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 21 May 2026

Children numbers

Age range of children at the time of inspection

4 to 10

Total number of places

32

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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