

Inspection of Funtastic Kids Burghfield St Mary's

Burghfield St. Marys C of E Primary School, Theale Road, Burghfield, READING
RG30 3TX

Inspection date: 29 July 2024

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 receive a warm greeting from staff and leaders as they arrive at the holiday club. Staff create a friendly, relaxed and respectful environment. They develop good relationships with children, who are happy and confident in their company. For instance, children cheerfully say 'hello' to their friends as they enter the room and joyfully play together.

Staff gather information about children's likes and interests before they start. They use this information to provide all children, including those with special educational needs and/or disabilities (SEND), with activities that they know they will enjoy. The club buzzes with happy activity.

Staff plan an extensive range of experiences, including a variety of sports and opportunities for children to be creative. They base these on previous popularity, parent feedback and skills they would like the children to learn. For example, children enjoy listening to a 'happiness bucket' story and thoughtfully take time to consider what may make their friends and family happy. This helps children to understand the impact they have on others.

Leaders and staff role model high behaviour expectations. They consistently use positive praise that helps children understand what is expected. For example, children excitedly tell visitors how they had won the 'celebration award' when they helped to tidy and listened well. Children learn right from wrong from an early age.

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

- Staff provide children with plenty of opportunities to be physically active throughout the day. Leaders recognise the importance of giving children the freedom to release energy when they need it. For instance, younger children smile with joy as they jump on a bouncy castle, while older children enjoy climbing and clambering on large outdoor play equipment. The club also has a sports coach, who plans activities such as dribbling with footballs.
- Staff expertly adapt their practice and activities to meet the needs and abilities of all children. For example, they challenge older children to run for warm-up exercises while encouraging younger children to jog shorter distances. Staff use effective strategies to support children with SEND when needed. For instance, staff expertly assist some children in finding a friend as they nervously enter the room. Children settle quickly, make good friends and enjoy their time. Staff work together with parents to ensure that all children are included and have fun while at the club.
- Leaders and staff are passionate about supporting children's emotional well-

being. They offer plenty of praise and encouragement, which helps to build children's confidence and self-esteem. Staff introduce younger children as 'VIPs' and ask older children to help and support them during sessions. For example, younger children enjoy playing football with older children, smiling with joy as they kick the ball back and forth. This approach works well, as children of different ages play harmoniously together.

- Staff are very good role models. They have a consistently calm and friendly manner, which promotes a very positive ethos in the club. Staff have high expectations for children's behaviour. They ensure children are aware of and adhere to the rules of the club. Because of this, children know what to expect and behave well. For example, children easily list how they can be kind to others by waiting their turn to use equipment or helping younger children. They are learning how to have empathy for others.
- Staff and children share wonderful, close bonds, and children are extremely confident. For instance, they readily tell visitors how much they enjoy coming to club. They confidently talk about their favourite activities, such as drawing pictures of 'Viking boats'. Children demonstrate strong independence skills, happily searching for the activities they want to do. They play together in small groups, taking turns and sharing their ideas. Children display impressive social skills.
- Leaders prioritise the continual professional development of their staff. They offer well-planned training modules that staff can choose from to enhance their skills. For example, staff describe how recent training has improved their ability to support children's behaviour. This training has enabled them to introduce breathing techniques that help children self-regulate. Staff practice and interactions improve over time.

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	EY543632
Local authority	West Berkshire
Inspection number	10346904
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 10
Total number of places	50
Number of children on roll	28
Name of registered person	Funtastic Kids Ltd
Registered person unique reference number	RP900116
Telephone number	07931820351
Date of previous inspection	23 August 2018

Information about this early years setting

Funtastic Kids Burghfield St Mary's registered in 2017 and is part of a group of settings. The holiday club operates from Burghfield St Mary's School, near Reading, Berkshire. The holiday club is open each weekday from 8am to 6pm, during the school holidays only. The holiday club employs four staff and a additional sports coach. The number of staff who work with the children varies but includes two staff who hold a qualified teacher status or equivalent qualification.

Information about this inspection

Inspector

Mandy Cooper

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The manager joined the inspector on a learning walk and talked to the inspector about how they plan their activities to meet children's needs.
- Children told the inspector about their friends and what they like to do when they are at holiday club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the holiday club with the inspector.

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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