

# Inspection of Funtastic Kids Springfield

Springfield Primary School, Reading RG31 5NJ

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Inspection date: 30 July 2024

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff warmly welcome children into the inviting holiday club. They engage them in activities and provide reassurance to those who are new to the club. This helps the children feel more confident and settled.

Children quickly become familiar with behavioural expectations. During their welcome meetings, staff encourage the children to talk about the rules of the club and what they mean. For instance, children explain how they must ask an adult if they wish to go outside. When prompted, children explain that this is because, 'in case there was a fire alarm, we need to know where everyone is'. Children build an understanding of why rules are important.

Children show kindness towards each other. They spontaneously offer to help staff and each other. For example, if children struggle with tasks such as cutting round a shape, their friends quickly offer to help. Staff ensure older children are aware of younger children at the club. Each of the younger children are identified by a sticker and are known as 'Very Important People' (VIP). Older children are invited to be 'Young Play Leaders' and encouraged to look out for younger children who may need support. This helps children build awareness of each other and develop a sense of responsibility.

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

- Children have daily opportunities to participate in different outdoor activities. Sports leaders teach the children specific skills associated with different sports and build on these skills through the course of the sessions. Children excitedly engage in games of football and practise their tennis skills. Staff adapt games to help children of all ages feel confident to participate.
- Children learn to look after their bodies. Staff remind children to take breaks, wear sun cream and drink plenty of water in hot weather. Children also learn about first aid. For example, they eagerly take part in a mini first-aid class, where they learn how to help people with injuries. This helps children to care for themselves and others.
- Children develop strong independence. They make their own choices about which activities they wish to engage in. Staff encourage children to try to do things for themselves before stepping in to help. For example, staff give children who are apprehensive about cutting out their skeleton pictures support and encouragement to cut some of the shapes themselves. Children develop perseverance and confidence in their abilities.
- Staff teach the children about equality and diversity through everyday interactions and activities. Children learn about different cultures through

projects, such as 'All About Me' and 'All Around the World'. They also taste food from different cultures. Children build an understanding of the similarities and differences that exist in our diverse world.

- Staff build strong relationships with parents. Parents comment positively on the diverse range of activities available. They speak highly of the care the club provides. Staff keep parents informed of what is going on and provide feedback at the end of the day. Staff put procedures in place to ensure that all required documentation is completed by parents. This supports staff's knowledge of the children and helps them to settle the children on arrival.
- Leaders support the continued professional development of staff. They organise staff training days to enable them to update and refresh their knowledge. Staff comment that recent training has helped them understand why children behave in certain ways and they have adapted their approach accordingly. Leaders plan and model different activities to support and guide staff members. However, staff are also given the flexibility to adapt and change activities according to the children's needs. This enables staff to learn from others and build confidence in their roles.
- Leaders continually strive to provide the best possible care and activities. They regularly seek the views of parents through questionnaires regarding the clubs. Leaders use this information to make improvements. In addition to this, they ask what activities the children enjoy most. This ensures they continue to provide activities that excite and engage the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY542872
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10339158
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	163
<b>Name of registered person</b>	Funtastic Kids Ltd
<b>Registered person unique reference number</b>	RP900116
<b>Telephone number</b>	07931820351
<b>Date of previous inspection</b>	3 July 2018

## Information about this early years setting

Funtastic Kids Springfield registered in 2017. The holiday camp operates from Springfield Primary School in Tilehurst, Reading, Berkshire. The holiday camp is open each weekday from 8am to 6pm, during the school holidays only. There are six staff working with children, including a sports coach. Of these, two staff members have a qualification at level 3.

## Information about this inspection

### Inspector

Nina Fortuna

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises for children.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector observed staff practices and considered the impact these have on children's play experiences.
- The inspector carried out joint observations of group activities with the senior leader.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the holiday club.

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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