

Inspection of Hawkedon Primary Funtastic Kids

Hawkedon Primary School, Hawkedon Way, Lower Earley, READING RG6 3AP

Inspection date:

31 July 2025

**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 thoroughly enjoy their time at this warm and nurturing setting. They arrive with enthusiasm and confidently put away their belongings. Those children who need it, delve into a healthy breakfast alongside their peers, while their friends make independent choices in their play. Children enjoy this social time at the start of the day and happily talk about their experiences at home. This demonstrates a strong sense of belonging at the camp.

Leaders and staff place a high priority on children's safety and well-being. For example, at the daily welcome meeting, they involve children in active discussions about how to keep themselves safe throughout the day. In addition, they discuss rules and safety procedures prior to children taking part in activities. Children show respect for staff and listen to instructions. They enjoy taking part in a range of physical and creative activities, and if needed, they enjoy some quiet time relaxing with their friends. All children behave exceptionally well and thoroughly enjoy their time at the camp.

Staff are deeply committed to building on children's self-esteem and confidence. They encourage children to engage in shared experiences, such as learning a new dance routine together. Children display high levels of motivation and are keen to have a go and learn new skills. Staff consistently praise all children for their achievements, which boosts their confidence and self-esteem.

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

- Leaders are highly reflective. They seek the views of parents and children, and use their feedback to consider how they can improve the provision. This helps to benefit children. There is a clear commitment to evolving and expanding the services provided.
- Leaders make sure all staff are suitable to work with children and have the right skills to complement the team. Staff are enthusiastic about their work at the setting. They say that they are well supported in their role, and receive regular training, coaching and support to help them develop their skills and knowledge further.
- Staff provide engaging activities that inspire children's curiosity. For instance, children are self-assured and seek out the tools and materials they need to complete their wind chimes. They confidently calculate how long to cut string and learn new skills, such as how to tie a knot. This supports their future life skills.
- Staff communicate well and work together to ensure that all children, including those with special educational needs and/or disabilities, are actively engaged

throughout the day. They are aware of children's individual needs and are always on hand to provide support, such as making necessary adaptations. For example, during team games, they provide smaller rackets to ensure younger children can join in with confidence. Staff are highly hands-on in the support they provide, and promote inclusion exceptionally well.

- Staff make the most of the indoor and outdoor environments to promote children's health and well-being. Children build on their stamina as they make their way through the obstacle course on the bouncy castle. They climb on school playground equipment and learn how to play team games, such as dodgeball, netball or hockey. At lunchtime, staff engage children in discussion about the importance of exercise and eating healthy food. They remind children about the need to drink water to stay hydrated.
- Staff use a range of strategies to help children develop negotiation skills that foster teamwork and respect towards each other. Children of different ages play harmoniously together. Older children are kind and caring towards their younger peers. They demonstrate this as they invite them into their activities and give them extra time to complete team games. All children are patient, wait for their turn and willingly share resources.
- Leaders establish good communication links with parents right from the start. They gather detailed information on their child's likes and dislikes, and use this data to help settle children into the camp. Staff keep parents informed about their child's care needs and achievements, such as through discussion at the end of the day. All parents comment that their children thoroughly enjoy their time at the setting.

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	EY544538
Local authority	Wokingham
Inspection number	10392480
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 14
Total number of places	50
Number of children on roll	97
Name of registered person	Funtastic Kids Ltd
Registered person unique reference number	RP900116
Telephone number	07931820351
Date of previous inspection	27 August 2019

Information about this early years setting

Hawkedon Primary Funtastic Kids is located at Hawkedon Primary School in Lower Earley, in Reading, Berkshire. It registered in 2017 and is privately run. The club operates Monday to Friday during holiday times only, from 8am until 6pm. The provision employs 22 staff. The director and one other member of staff hold a qualified teaching degree, and four other member of staff are qualified to level 3.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The provider showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider and operations manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a group activity with the operations manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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