

Funtastic Kids @ Geoffrey Field

Unique reference number (URN): 2781364

Address: Geoffrey Field Junior School, Exbourne Road, Reading, RG2 8RH

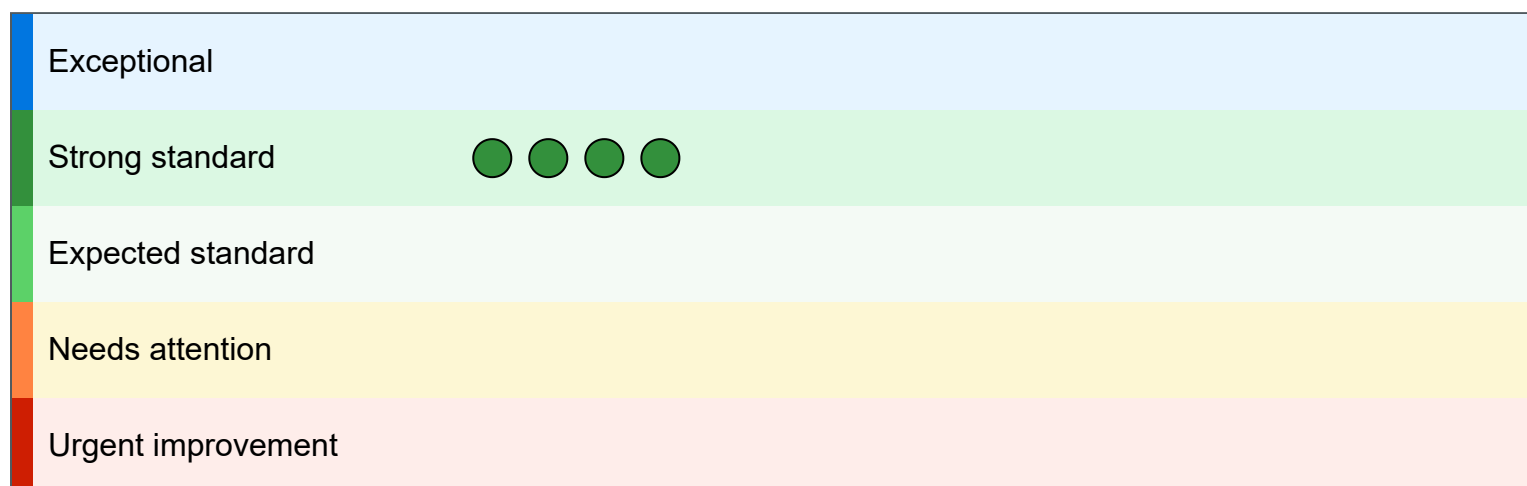
Type: Childcare on non-domestic premises

Registered with Ofsted: 23/02/2024

Registers: EYR, CCR, VCR

Registered person: Funtastic Kids Ltd

Inspection report: 22 April 2026



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 and staff create a positive and harmonious environment, where they apply clear expectations for children's behaviour. They develop rules and boundaries collaboratively with children, helping them to feel a firm sense of ownership. Staff recognise and praise children's positive behaviours, and reward them with stickers that contribute towards a shared treat. Children show immense commitment to this cause and celebrate together with enthusiasm. This approach motivates children to consistently try their best. Children from the host school and a local school integrate seamlessly, forming friendships with ease. Robust systems are in place to monitor children's attendance and ensure their safety.

Children demonstrate a solid understanding of routines, which are firmly embedded. On arrival, they transition smoothly from the school day, settling quickly to enjoy nutritious snacks while chatting to their friends and staff about their day. This supports the smooth running of the club effectively.

Relationships between staff and children are warm and supportive. Children show high levels of trust, confidently sharing stories and humour that make staff and other children laugh. They know that staff are on hand if they need anything, such as when looking for a misplaced item.

Children of all ages play cooperatively and demonstrate impressive social skills. For instance, during football, they spur each other on and celebrate with huge cheers when their team score a goal. Staff are attentive to children's individual ages and stages of development, adapting their expectations and support to ensure all children meet their high standards for behaviour. Leaders promote consistent attendance through excellent partnerships with families. They create a provision where children are eager and happy to attend. There are stringent systems in place between the school, parents and carers and staff to ensure staff know which children are attending.

Children's welfare and wellbeing

Strong standard ●

Care practices meet children's individual needs effectively and positively contribute to their welfare and wellbeing. Leaders and staff have a deep understanding of the local community and families, using this knowledge to tailor provision. They place a clear focus on promoting healthy eating and children developing excellent lifestyle habits. Children receive encouragement to taste new foods, alongside their preferred choices, with snacks presented thoughtfully and attractively. They eagerly share their experiences around food, while parents and carers praise the effort made to provide a hot meal later in the day. Children look forward to these meals, often identifying their favourites, such as pasta bake. They learn about ingredients and the benefits of each on their bodies. For example, children understand pasta provides energy and drinking water keeps them hydrated. This supports children in making healthier food choices. It also develops their knowledge of ways to lead a healthy and fulfilling lifestyle.

Routines are flexible and highly responsive to children's needs. Opportunities to relax, take part in quieter activities or engage in sports enable children to choose how they spend their time. Staff build respectful and trusting relationships with children. They have an excellent understanding of each child's personality and needs. Effective information-sharing with class teachers ensures staff are well informed about individual children's day at school. As a result, staff can sensitively support those children who may need additional reassurance or extra help to settle. This contributes to children's secure sense of belonging and emotional wellbeing.

Inclusion

Strong standard ●

Leaders and staff successfully promote an inclusive culture. They work in close partnership with the host school and parents and carers to gain a secure understanding of each child's individual needs. A wide range of stimulating activities are provided for children allowing them the freedom to choose whether they prefer to relax indoors, play indoors or outdoors with their friends or alongside club staff. Children thoroughly enjoy it when staff interact and join in their games, which strengthens relationships and helps all children to feel safe and secure. Staff naturally draw on their knowledge of children's school day in conversations, helping children to feel understood and valued.

Leaders liaise effectively with the school's special educational needs coordinators to share information about children with special educational needs and/or disabilities. Regular discussions support the early identification of emerging needs and ensure consistent and appropriate strategies are in place. Leaders and staff take practical steps to include all children, adapting activities and interactions to suit younger children. They build on children's interests. Staff join in with what they like to do, such as playing tennis together, showing patience as children try hard to master using the racquet.

Leaders have extensive understanding of the local community and the barriers some children face. This knowledge informs the activities on offer. For example, oral hygiene has been identified as a key focus. Children engage in meaningful activities, such as decorating their own toothbrush to take home, practising flossing techniques and creating posters to promote daily brushing. Staff celebrate children's achievements by displaying photos of their work and play, reinforcing key messages. As a result, children develop a secure understanding of the importance of good oral hygiene.

Leadership and governance

Strong standard ●

Senior leaders within the company play a pivotal role in supporting managers and staff to deliver consistently high standards of care. They are highly knowledgeable, reflective and experienced, with a clear and accurate understanding of the setting's strengths. Leaders and managers demonstrate a firm commitment and a dedicated focus on ensuring all children have an extremely positive experience. A well-embedded culture of continuous improvement is evident. This is thoughtfully shaped by the views of children, parents and carers and staff. Leaders and staff have a secure understanding of the local community and use this insight effectively to tailor the high-quality provision. Organised systems, including open communication between the setting's staff and school teachers, enable swift approaches to issues and support the efficient running of the setting.

A positive and cohesive team culture underpins the setting's strengths. Staff speak highly of managers and senior leaders, reflecting a deep collaboration and shared purpose. Communication is highly effective, for example, when coordinating staff deployment between indoor and outdoor areas to maintain children's safety. Managers and staff also highly value the company's commitment to ongoing professional development, with regular opportunities to enhance their knowledge and skills based on the needs of children and families. For instance, staff have recently completed virtual reality training on how adverse experiences can impact on children's wellbeing. As a result, they can recognise signs of distress and respond swiftly, including seeking support from relevant services when needed.

Parents and carers speak extremely positively about the setting. They value the warm and supportive team, enjoyable experiences provided and the consistent communication, including school messages. Parents report that their children are eager to attend, even on days they are not scheduled to go. They comment their children enthusiastically share their experiences at the club on collection.

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 thoroughly enjoy attending this welcoming and inclusive setting. They arrive happily, showing they feel safe and valued. Trusting and respectful bonds with staff foster children's deep sense of belonging. Children eagerly share their school experiences and engage in meaningful conversations with staff, many of whom work at the host school and local schools. This strengthens close connections and reassures children that staff fully understand and support them. Their efforts are consistently recognised and celebrated through displays, photos and shared humour. This helps children to feel proud and appreciated.

Children quickly develop important social skills as they play cooperatively with others of different ages, which is particularly impressive as they attend from 2 schools. They form firm friendships, take turns and include others in their own made-up games, for example, during group games and imaginative role-play activities. Opportunities for physical play, such as football and throwing frisbees to each other, greatly promote children's physical and mental health. They also build high levels of children's confidence and teamwork skills.

Well-established routines help children to feel secure. They fully understand what is happening throughout the afternoon at the setting. There is excellent oversight from leaders to ensure children are always safe. For example, staff remind children to chew their food properly before speaking. Children's views and ideas are respected. They receive encouragement to make decisions, such as creating shared rules or suggesting activities. Children decide to relax, enjoy their time with others or offer suggestions to engage in something new. They clearly thrive in this supportive and harmonious environment, where their contributions greatly matter.

Children's differences are readily celebrated as staff actively encourage them to share their own experiences. For example, children confidently talk about speaking in their home languages, such as Romanian. They also share and compare words from other languages

children speak in the setting. Children actively listen and respond in surprise to staff's shared experiences too, such as stories about tending to elephants in Thailand. This broadens children's understanding and deepens their appreciation of the diverse world around them.

Next steps

- The provider should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of children with special educational needs and/or disabilities.
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About this inspection

The inspector spoke with senior leaders, the setting's manager, 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:

Sonia Panchal

About this setting

Unique reference number (URN): 2781364

Address:

Geoffrey Field Junior School
Exbourne Road
Reading
RG2 8RH

Type: Childcare on non-domestic premises

Registration date: 23/02/2024

Registered person: Funtastic Kids Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 18:00

Local authority: Reading

Facts and figures used on inspection

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

 This data is from 22 April 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

30

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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