

Funtastic Kids @ St Cecillas

Unique reference number (URN): 2807037

Address: St. Cecillas Church Of England Primary School, Howlett Grove, Wokingham, RG41 1BJ

Type: Childcare on non-domestic premises

Registered with Ofsted: 13/08/2024

Registers: EYR, CCR, VCR

Registered person: Funtastic Kids Ltd

Inspection report: 1 July 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 establish clear expectations for behaviour and routines that mirror the host school's values. This has a consistently positive impact on all children's behaviour. An inclusive and respectful culture is firmly embedded, where children of all ages consistently notice when others who are less confident do not always engage in the activities. They warmly invite these quieter children into their play. As a result, children quickly develop friendships and spend their time happily playing and laughing together. Consequently, all children feel safe, secure and thrive. Leaders and staff promptly recognise these acts of kindness through specific praise and rewards, such as stickers, which children value highly. Staff's extensive training in positive behaviour management has further strengthened practice, encouraging children to be consistently thoughtful, respectful and considerate towards others.

Children show impressive attitudes to play. They persevere, committed to completing tasks they begin, such as navigating a tricky obstacle course while cheering one another on, saying 'It's okay, try again'. Children talk enthusiastically about their creations and show genuine interest in their friends' ideas. Children with special educational needs and/or disabilities, with staff's continued support over time, now concentrate for extended periods during creative tasks. They take immense pride in their achievements, beaming with delight as they share their finished work.

Robust procedures are in place to promote children's safety through regular attendance. Parents and carers follow clear reporting processes, alongside staff from the host school, to inform club leaders when their child will be absent. If a child does not arrive as expected and no notification is received, leaders act promptly to contact parents, ensuring children's welfare is prioritised by checking their whereabouts.

Children's welfare and wellbeing

Strong standard ●

Children's emotional and physical wellbeing are central to the club's practice. Leaders and staff have an in-depth knowledge of each child's prior experiences, needs and preferences. They are proactive in noticing when children need support and respond with sensitivity and care. In this way, children flourish in an inclusive environment. They have a secure understanding of how to help children recognise, express and manage their feelings. This consistent approach has a positive impact over time. For example, children who previously needed extra emotional support now approach staff with confidence, openly explaining how they feel and seeking reassurance when needed. Staff provide thoughtfully designed activities linked to themes, such as healthy eating, including preparing nutritious snacks and meals to share with their families.

Developing life-long healthy habits is a key priority at this club. Children develop a secure understanding of how to keep themselves safe and maintain healthy lifestyles. They prepare fresh fruit and vegetables while discussing the nutritional value of different foods with staff. Children also take part in engaging activities to promote oral health, such as measuring the amount of sugar content in less healthy foods and drinks. These experiences help children understand the effects that excessive sugar can have on their bodies.

Children thoroughly enjoy the extensive opportunities for outdoor play, which keep them physically active and fully engaged. Equally, inviting, cosy spaces are available for those who want to relax and recharge after a busy school day. Children show an impressive self-awareness of their needs, independently choosing activities that support their physical and emotional wellbeing.

Inclusion

Strong standard 

Competent and experienced senior leaders support staff effectively to fully understand their responsibilities to meet the needs of children with special educational needs and/or disabilities (SEND) and others who face barriers to development. Leaders and staff access high-quality relevant professional development to ensure they have the knowledge to respond swiftly to children's changing needs. For example, staff have successfully embedded consistent behaviour management strategies. The senior leadership team regularly check staff's understanding of inclusion practice to keep their knowledge current. Consequently, children benefit from timely intervention and targeted support, right from the start.

Leaders and staff know children extremely well and have an accurate understanding of their individual needs. They are highly dedicated to providing an embedded inclusive and adaptive approach that shapes children's experiences and ensures they can fully participate in club life. Leaders engage extremely well with children's school teachers, external agencies and families to provide consistently high-quality care. Effective strategies that class teachers use are mirrored seamlessly at the club. For example, children with special educational needs and/or disabilities, who previously were reluctant to engage in sensory experiences, now participate with confidence, enthusiasm and sustained involvement. During a craft activity, staff play alongside these children sensitively, encouraging them to excitedly decorate 'ice cream cone' cutouts with fluffy coloured paint.

Children experience meaningful opportunities, including significant events such as the World Cup, to encourage conversations about similarities and differences between people. As a result, children develop a positive awareness of different cultures and confidently recognise the countries represented by their national flags.

Expected standard

Leadership and governance

Expected standard 

Leaders and staff maintain close partnerships with children's class teachers to ensure children experience consistent, high-quality care, when attending the club. They regularly discuss individual children's needs, particularly those who face barriers to their development and agree shared approaches as a staff team before these children arrive. This enables staff to complement children's learning at school while promoting consistent expectations, positive attitudes and impressive behaviour.

Senior leaders demonstrate a continual drive for further improvement. As part of this, they actively seek the views of children, parents and carers and club staff to help shape and further enhance the club's provision. Senior leaders also regularly monitor, review and update procedures to ensure staff practice continues to meet children's individual needs and protects their welfare and wellbeing. They prioritise staff's wellbeing, offering regular check ins and opportunities to discuss workload and access further support.

The senior leadership team provide ongoing professional development and coaching opportunities to strengthen staff's knowledge and practice. Senior leaders have previously demonstrated successful processes that have improved all staff's confidence and knowledge so they now consistently support children's behaviour well. However, they are yet to apply the same level of rigour to building further on staff's confidence when interacting with groups of children. At times, some staff rely on more confident colleagues to lead group activities and take a step back. This means children do not always benefit from the full range of staff's individual skills, interests and expertise. Nevertheless, staff morale remains high and the team remains firmly committed to meeting the needs of every child.

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
-

What it's like to be a child at this setting

On arrival, children are extremely happy, confident and eager to attend the club. They settle quickly into the well-established routines and independently choose from a wide range of stimulating activities, indoors and outdoors. Children enthusiastically follow their interests through experiences that appeal to all. They construct intricate models, create colourful patterns, paint imaginative pictures and proudly share their achievements with staff. All children know their efforts will be warmly celebrated. Children highly benefit from enriching opportunities. For example, they listen with fascination as staff share interesting facts about whale sharks and gasp in amazement when they discover these animals can live up to 150 years. This continues as children make whale shark origami structures and experiment with the slits on the design that help to make the model move and sway.

The club has a calm, welcoming atmosphere filled with laughter, kindness and positive interactions. This fosters a true sense of belonging. Children form warm, trusting relationships with staff and confidently share their experiences from home and school. After a busy day at school, they benefit from cosy, inviting spaces, where they relax and recharge. Those who prefer more active play make full use of the extensive outdoor opportunities, enthusiastically joining games with their friends. Children who need extra support readily seek help from nurturing, attentive staff. For instance, before using the scooters, they put on helmets and confidently ask for help to fasten them correctly. They then beam with delight as they race around, enjoying the fresh air and freedom. Experiences such as these make a significant impact on children's physical health, emotional wellbeing and resilience.

Children consistently follow the club's clear expectations for behaviour, which reflect the host school's values. This provides valuable continuity and helps children feel extremely secure and confident. Children flourish in this highly inclusive environment, particularly proud to receive stickers for demonstrating consistent kindness and helping others. Children with special educational needs and/or disabilities (SEND) fully participate in club life. They eagerly play with their friends, encouraging one another to persevere during activities, such

as in a more complicated obstacle course. As a result, children with SEND also feel highly valued, supported and fully included.

Next steps

- Leaders should continue to strengthen the monitoring of targeted professional development to build staff's confidence and leadership skills, so children consistently benefit from the strengths and expertise of the whole team.
-

About this inspection

The inspector spoke with senior leaders, staff, parents and children 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): 2807037

Address:

St. Cecillas Church Of England Primary School
Howlett Grove
Wokingham
RG41 1BJ

Type: Childcare on non-domestic premises

Registration date: 13/08/2024

Registered person: Funtastic Kids Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:45 - 08:45, Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 18:00

Facts and figures used on inspection

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

 This data is from 1 July 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

24

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright