

Funtastic Kids @ Grazeley

Unique reference number (URN): 2803498

Address: Grazeley Parochial Primary School, MereOak Lane, Grazeley, Reading, RG7 1JY

Type: Childcare on non-domestic premises

Registered with Ofsted: 06/08/2024

Registers: EYR, CCR, VCR

Registered person: Funtastic Kids Ltd

Inspection report: 6 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 ●

Children behave extremely well. Leaders ensure staff implement the club's rules in a calm, but assured, way through modelling and regular training opportunities. Consequently, staff's consistent expectations allow children to know boundaries and be consistently clear about what is expected of them.

Warm and respectful relationships between staff and children underpin the positive atmosphere at the club. Staff know children's needs and personalities well. Children readily approach staff to ask for help or share their thoughts and ideas. Cooperation and collaboration are key at the club. Leaders and staff motivate children to work together to achieve common goals, and this comes with high praise. Children enjoy the comradery spirit, and work and play together as a caring community.

Staff pay high regard to children's ages and stages of development and support them accordingly. They escort the youngest children to the toilets and sit with them at mealtimes. Those children facing barriers to experiences work with staff in small groups or specific activities are available to ensure they feel catered and cared for.

Leaders support children's attendance through flexible sessions and clear communication with parents and carers. Regular attendance allows staff to build on children's skills and experiences overall.

Children's welfare and wellbeing

Strong standard ●

Staff promote children's self-care skills extremely effectively. Children follow well-established hygiene routines and confidently wash their hands and sanitise when needed. Staff develop children's understanding of healthy habits through discussion and clear explanations. All food provided is of high nutritional value and staff use snack times to ensure children understand the benefit of these healthy options. During group time, children talk about how to keep themselves healthy and fit and physically active through sports and being active. Dental hygiene is a priority at the club. Staff provide regular activities, involving children making positive choices to keep their teeth healthy. These activities are highly successful in promoting children's understanding of how to keep themselves healthy.

Leaders are rigorous in ensuring policies and procedures place children's wellbeing at the heart of the club. Staff model empathy explicitly to children. Consequently, children show kindness and care to their peers. For instance, children invite others to play games or take turns with the badminton racquets. Staff take time to ask children how they are feeling and why that might be. They learn to recognise, express and manage their emotions with sensitive support being provided to those who find this more difficult. Children develop the skills they require to build positive friendships.

Inclusion

Strong standard 

Leaders create a highly inclusive culture, where staff identify and support individual children's needs swiftly and effectively. They work in partnership with the school to ensure continuity for all children, particularly those children facing barriers, including those with special educational needs and/or disabilities (SEND). Staff adapt the setting and implement agreed strategies to ensure equal access for all children. This helps children to establish consistency and stability across both environments. Leaders provide regular and relevant training to deepen staff's understanding of supporting children with SEND and their role in reducing barriers to experiences. This aids staff to quickly recognise children's individual needs and implement appropriate strategies.

Children with SEND benefit from the tailored support they receive. Staff adapt activities and support children facing barriers. They provide personal objects of interest that help children to regain a sense of calm. Quiet areas are consistently available for children to have time to regulate their emotions. These approaches reduce barriers to children's participation and strengthens their confidence and social skills.

Leaders work constructively with parents and carers and other professionals. They hold sensitive conversations with parents, when required, and attend review meetings to share information. Leaders access additional funding to help disadvantaged children access nutritious meals during the holiday camp. Subsequently, children feel secure, welcomed and enjoy participating fully in the club.

Leadership and governance

Strong standard 

Leaders have ensured highly effective oversight of the club. Their reflections are decidedly perceptive in their analysis of the club's strengths and areas for future development. Leaders put the local context and needs of children at the heart of decisions they make. They use discussions with staff, children and parents and carers to plan the environment and what it offers. They take into consideration children's interests while supporting their engagement across the wide range of ages attending.

Leaders hold high regard for staff's wellbeing. Professional development is embedded with a wealth of support and training opportunities provided. Whole staff training, supervision sessions and mentoring support staff in consistently providing exceptionally high-quality care. Leaders monitor training and measure the impact of this. For example, staff have attended training to reinforce their awareness of neurodiversity. This has resulted in children facing barriers to learning being calmer and having their needs met swiftly and more effectively. This deepens staff's understanding and strengthens the club.

Very effective partnerships with the host school and parents and carers are embedded. Club staff and teachers work in partnership to ensure children, especially the youngest and those facing barriers to learning, experience as cohesive transition from their classrooms to club as possible. Parents feel listened to and are highly satisfied with the club's provision.

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 arrive happy and settle quickly into the club. They manage their own belongings and follow hygiene routines independently. Leaders and key persons of the youngest children have excellent links with the school. This supports smooth transitions for early years children.

Children enjoy the wide variety of exciting activities that the club provides. Young children in particular delight in making beads, models and 'food' items with play dough. They are freely allowed to explore mixing colours and making discoveries for themselves. Children, who

need to unwind after a busy day at school, have a cosy relaxation area to look at books and comics, or have conversations with their peers or staff. Other children who feel more energised take part in games of badminton or table tennis inside. Some children take part in an array of fun games in the large outside area. Children appreciate being heard and being able to make choices for themselves. This supports children to gain a sound sense of belonging at the club.

Leaders ensure that staff access regular guidance and training opportunities to enable them to promote children's wellbeing and positive behaviour choices. Staff are vigilant, but approachable. They have formed trusting bonds with children. Regular routines and consistently high expectations of behaviour result in children feeling safe and secure. Children demonstrate extremely positive attitudes and show kindness, genuine care and respect towards one another. For instance, older children willingly help younger ones to build with small building blocks that can be tricky for their small hands. Children from Reception class to Year 6 play seamlessly with one another across a range of activities at the club. This helps to support children facing potential barriers to their experiences to join in with a variety of activities at stage-appropriate levels. Consequently, all children feel highly valued and included.

Next steps

- Leaders should continue to strive for future improvements to consistently maintain the high standards provided at the club.
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About this inspection

The inspector spoke to the leaders and staff 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:

Zoe Abraham

About this setting

Unique reference number (URN): 2803498

Address:

Grazeley Parochial Primary School
Mereoak Lane, Grazeley
Reading
RG7 1JY

Type: Childcare on non-domestic premises

Registration date: 06/08/2024

Registered person: Funtastic Kids Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 08:45, Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 18:00

Local authority: Wokingham

Facts and figures used on inspection

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



This data is from 6 July 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

40

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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