

Inspection of Funtimes

Stukeley Meadows Primary School, Wertheim Way, HUNTINGDON, Cambridgeshire
PE29 6UH

Inspection date:

6 June 2024

**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 arrive at the club happy and eager to join in the activities on offer. They are welcomed by enthusiastic staff, who are keen to hear about their day. Younger children settle quickly with the support of their key person. Older children independently access the resources available and confidently ask for resources that may be out of reach. All children, including children with special educational needs and/or disabilities (SEND), participate in many activities. For example, children choose to snuggle up on cushions to share books, sit quietly and colour, play with construction toys and dress up in fancy dress outfits. Staff are attentive to the children's individual needs and children's voices are heard. Children establish good relationships with staff and feel safe and secure in their environment.

Staff engage with children well and are good role models. They have high expectations for children's behaviour and set out clear rules and routines. Children know the routines of the day and staff plan opportunities for them to develop their independence and self-help skills. For example, after eating their tea, children use the water station to wash their plates and cutlery. They excitedly talk about what they have to do and explain the process of cleaning their plates, step by step. As a result of these high expectations, children's behaviour is good.

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

- Leaders and managers are reflective and have high aspirations for the club. They are passionate about the care and support they offer and, as a result, staff are also highly motivated to provide a good experience for children.
- Staff ensure that the premises are safe and suitable for children. They have good systems in place to communicate across the different play spaces. Due to the layout of the provision, leaders carry out regular risk assessments to ensure children are safe as they move around the different areas. Any risks are quickly identified, managed well and staff are deployed effectively to ensure that children are safe in all parts of the provision.
- Staff have a good relationship with the host school. They regularly share information about children in their care and coordinate plans for those children who may need extra assistance. Leaders work closely with the school's family support worker to ensure children and their families receive the best possible care.
- The club's leaders aim to support children's social and emotional development and increase their emotional resilience. When children find things overwhelming, staff support them sensitively and are sympathetic to their feelings and emotions. Children talk positively about key members of staff, who support them when they need help and describe the fun that they have with everyone at the

club.

- Staff make sure that the club is welcoming and inclusive for all. Support for children with SEND is strong. Staff are knowledgeable about interventions that support individual children in their play. They work very closely with parents to implement consistent strategies to meet children's differing needs.
- Staff offer opportunities for children to play outdoors and be physically active. The very well-equipped outdoor area enables children to develop their fine and gross motor skills. They play cooperatively with peers to build dens with tarpaulin and work with staff while using gardening tools to dig in the mud area. Children select from a range of resources and adults engage in their play to support and extend their enjoyment.
- Children show a good understanding of their own safety. For example, they know the importance of staying within the boundary of the school gates and being within sight of staff while walking between the outdoor and indoor area. Staff help younger children to develop a sense of responsibility and talk about picking up toys to prevent trips and falls.
- Leaders and managers have effective systems in place for the recruitment and vetting of staff. All staff receive regular supervisions to promote their well-being and professional development. They report that they feel well supported in their role. Staff are provided with opportunities to access training to improve their professional development as well as completing mandatory training, such as safeguarding.
- Staff build good relationships with parents and carers. Parents state that they are extremely happy with the club and comment on the range of activities provided. They find staff friendly and supportive and feel that any minor issues are swiftly and effectively dealt with. Parents comment that the staff get to know the children well from the start and this helps them to meet children's individual needs effectively.

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	EY366636
Local authority	Cambridgeshire
Inspection number	10339219
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 11
Total number of places	60
Number of children on roll	167
Name of registered person	McEwan Childcare Limited
Registered person unique reference number	RP527550
Telephone number	07940 326 836
Date of previous inspection	5 July 2018

Information about this early years setting

Funtimes registered in 2008 and operates from Stukeley Meadows Primary School in Huntingdon, Cambridgeshire. The club is open each weekday from 7.30am to 9am and 3.15pm to 6pm during term time, and from 7.30am to 6pm during school holidays. There are six members of staff, three of whom hold childcare or playwork qualifications at level 3.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the club.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of persons working with children.
- The inspector observed the interactions between staff and children.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children to find out about their time at 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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