

Inspection of Kids R Us Fenstanton

Fenstanton & Hilton Primary School, School Lane, Fenstanton, Huntingdon PE28 9JR

Inspection date: 10 June 2025

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

All children enjoy spending time at this spacious and well-organised club. Young children are supported as they transition from their pre-school day. As children play and explore the resources available, staff engage with them. Older children are greeted warmly as they arrive, and staff ask them about their day at school. As a result of positive and warm interactions such as these, children feel safe and secure and have a sense of belonging.

Staff use information gathered from parents and teachers, as well as discussions with children themselves, to quickly build strong and trusting relationships. These discussions also help staff to provide an environment that meets the needs of all children effectively. They plan and provide activities with children's interests in mind and use the information gathered to support and extend young children's learning and development. For example, children practise their hand-eye coordination during games of basketball. Staff are on hand to model what to do and encourage children to count the number of bounces they accurately make. Staff set up a self-service area for snack and children are encouraged to make their own toast. Children practise using a knife to spread the topping of their choice and clean away when they have finished. Opportunities such as these, build children's self-confidence, develop their independence and give them a sense of responsibility. Staff have high expectations for children's behaviour and continually model what is expected. Subsequently, children behave exceptionally well.

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

- Leaders and staff demonstrate a clear focus on promoting the safety and security of children at the setting. This is embedded across the provision and in the routines that staff and children follow. As children arrive, staff quickly carry out registers to monitor children's attendance. As children move between the different areas of the club, staff are vigilant and deployed to ensure children remain safe.
- Leaders have a clear club ethos, which is clearly embedded within the setting. The aim for all children is to have the opportunity to play, be creative, stay engaged and become inspired to try new things. As soon as children arrive, they are absorbed in their play. They benefit from staff interactions as they sit and play together. During card games, children learn to take turns, share and communicate effectively. When minor disagreements occur, staff are on hand to help children find resolutions. Children learn how to solve problems and work as part of a team.
- When children first start at the club, leaders offer gradual and individualised settling-in sessions, which are tailored to suit the needs of the children and their

families. This meets children's emotional needs effectively and allows staff and children time to build secure and trusting relationships.

- Staff have formed effective partnerships with the host school and pre-school that children attend. They share essential information regarding children's needs and use this information to tailor the care they provide. This collaboration ensures that children enjoy a seamless transition to the club, and staff can continually build on children's learning and development.
- Leaders support the well-being and professional development of the staffing team effectively. They ensure that all mandatory training is up to date and secure further professional development opportunities for staff. Leaders provide regular in-house training with a different key focus each month to build on staff's knowledge and skills. Staff state that they feel valued and supported in their role.
- Children's healthy lifestyles are promoted effectively within the club, and they learn good hygiene and self-care skills. Children know to wash their hands before mealtimes and are reminded by staff as to why this is important. Staff ensure that all children enjoy a wide range of outdoor physical play opportunities. In the large outdoor area, children explore different ways to move along the climbing equipment. They build up strength in their upper body and experiment with moving in different ways. As children pull their friends along on wheeled toys, they learn to negotiate space, solve problems and take turns.
- Parents are highly complimentary about the care children receive. They state that staff are helpful and friendly and report that their children enjoy spending time at the club. Parents value the regular communication regarding children in the early years and comment that the weekly reports enable them to gather an overview of what their children have been doing while at the club. This contributes to parents feeling well informed about their child's day.

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	2723213
Local authority	Cambridgeshire
Inspection number	10392379
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	3 to 12
Total number of places	30
Number of children on roll	43
Name of registered person	Kids R Us Out Of School Clubs Ltd
Registered person unique reference number	2571895
Telephone number	07413698270
Date of previous inspection	Not applicable

Information about this early years setting

Kids R Us Fenstanton is a breakfast and after-school club that operates between the hours of 7.30am until 9am and 3.05pm until 6pm, Monday to Friday. The club currently employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector
Carly Parkinson

Inspection activities

- The provider and inspector completed a learning walk together and discussed how the club is organised.
- 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 observed the interactions between staff and the children.
- Parents shared their views through verbal feedback and the inspector took account of their views.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

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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