

Inspection of Kids Time Club

Somersham Primary School, Parkhall Road, Somersham, Huntingdon,
Cambridgeshire PE28 3EU

Inspection date:

20 January 2025

**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 are excited and happy to attend the club. Staff collect children from their class at the end of the school day and walk to the club together. They hold hands with their friends, talk about their day and share with staff what they have been doing at the weekend. On arrival, children put away their bags, hang up their coats and get ready for snack. Children settle well at the club. They are invited to a short session prior to starting and this helps children to become familiar with their new surroundings. This helps children settle in very quickly.

Staff provide children with clear rules and boundaries. They talk to children calmly and have high expectations for children's behaviour. This is reflected in children's calmness throughout the session. They listen well to staff and follow instructions. For example, children walk sensibly to the club after leaving school and hold hands with their peers. Consequently, children understand how to keep themselves safe in the environment.

Children demonstrate a good level of independence, taking responsibility for their own belongings, making their own snack and choosing their own resources.

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

- There is a wide variety of resources available at the club. Children enjoy choosing different games and toys to play with, as well as using the well-equipped crafts corner to make posters, pictures and paintings. Children demonstrate high levels of concentration and attention during their play and this supports children's excellent behaviours.
- Outdoors, children make use of the large space, racing bikes and push along cars around with their friends. They play with the balls in small groups, organising small games of catch and football. Staff ensure children access the outdoors regularly, recognising the benefits of outdoor play after a day at school.
- Staff support children with special educational needs and/or disabilities well. They have high expectations for behaviour and give children choices throughout their play. Children are happy and enjoy interacting with staff. They demonstrate the strong relationships they have with staff as they talk and play together.
- Children enjoy regular conversations throughout their time at the club. They talk about what they have been doing at the weekend as well as their day at school. Children demonstrate good language and communication skills and are confident to talk and share ideas in groups.
- Staff encourage children to make their own choices throughout each session and this helps children to feel a sense of belonging and purpose. As well as leading their own play, children also have a choice about their own snack. They choose

what filling they would like and make their own sandwiches, along with the fruits and vegetables they would like each day. Furthermore, there is a choice of outdoor and indoor play, supporting children's well-being.

- Staff have good relationships with parents and share regular information. Parents comment that they appreciate the flexibility of the club and that children thoroughly enjoy the time they spend there.
- The provider has a good induction procedure in place to ensure all new staff are aware of the setting's policies and procedures. She uses regular supervisions to check in with staff and monitor their progress. This helps her to check on staff's well-being as well as identify training needs to enhance staff's knowledge and skills.
- Staff promote healthy lifestyles by offering a range of healthy snacks and encouraging children to access the outdoors. Parents share their appreciation for this and understand the benefits this has. The management team organises the club well. All areas are secure to ensure children are kept safe at all times.
- Staff provide children with opportunities to continue their learning at the setting after school. Children often talk about new topics and themes that they have covered at school, and they are excited to share what they have learned. Staff provide opportunities for children to extend this. For example, children make anti-bullying posters and display them at the setting, after recently covering this topic at school.

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	221967
Local authority	Cambridgeshire
Inspection number	10368411
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	40
Number of children on roll	53
Name of registered person	Kids Time Club Committee
Registered person unique reference number	RP519016
Telephone number	07736468378
Date of previous inspection	20 March 2019

Information about this early years setting

Kids Time Club registered in 1997. It is managed by a voluntary committee who employ six members of staff. Of these, three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.45am until 9am and from 3.15pm until 6pm.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The inspector was given a tour of the setting and viewed all areas used by children.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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