

# Inspection of Funky Fidgets

Park Lane Primary School Infants, 55 School Road, Reading RG31 5AS

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Inspection date:

27 April 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive happily as they chat excitedly to each other about their school day and the activities on offer at the club. They play harmoniously together from the start of the session to the time they go home. Children thoroughly enjoy choosing from the wide range of motivating games and other activities, which staff prepare for them. Staff plan for different experiences and activities throughout the session. For example, children make models from small tactile materials and spend long periods drawing and practising writing their names. However, at times, transitions from activities and whole-group times are not as well organised as they could be. For instance, children spend long periods waiting and consequently lose focus.

Children have many opportunities to access the outdoors to support their physical development and give them time to run around. They play football alongside staff, enjoy building models with large building blocks and develop skills, such as coordination and jumping as they use a skipping rope.

Children's needs and interests are met because staff seek information about them before they start attending. This enables them to provide activities based on children's interests and meet the children's individual needs effectively.

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

- The manager and staff consistently support children's good behaviour. Staff praise and encourage children's efforts to help build their self-esteem. Children are polite and follow the rules and boundaries. They cooperate and show consideration for one another as they play together. However, at times, children become distracted and lose focus, as they have to wait a long while when transitioning to a new activity.
- The experienced manager and staff team work well together. The manager models her good practice as she works alongside staff. Staff have regular meetings to discuss their care of the children, consider their own well-being and areas of their work to develop further. Staff say they are well supported and happy in their work. This helps to provide a good experience for the children.
- Parents spoken to during the inspection are very happy with the club. They offer high praise for the manager and her staff team. They feel it is a reliable and flexible service, which meets the needs of local families.
- Staff promote children's healthy lifestyles well. Children understand the importance of washing their hands. For instance, they wash them before eating and before handling food during activities. Children have ample opportunities to become active outdoors. They know to regularly drink water to keep them hydrated.

- Staff communicate closely with teachers and assistants at the schools the children attend and discuss how they can complement children's learning. As a result, staff at the club provide experiences that support children in acquiring the key skills they need at school. Staff share information with parents about their children's activities, through daily discussions and newsletters. Staff at the club are informed about any incidents or accidents which happen during the school day. This means that they can respond quickly if they feel children require further attention or support when they arrive at the club and ensure any concerns are passed on to parents.
- Self-evaluation is used well by the manager and staff to identify areas for improvement. The manager values the comments of parents and children in helping to inform areas for change. For example, children help to decide the club rules and devise the healthy menus. This helps children to feel a secure sense of belonging at the club.
- Staff support children to gain a secure knowledge and understanding of other peoples' similarities and differences outside of their own communities and experiences. This includes traditions and festivals celebrated from around the world. For instance, children learn about Eid, Easter, Christmas, Diwali and Chinese New Year.
- Overall, staff encourage children to be independent. Children hang up their coats and bags and follow good hygiene routines before eating snacks. However, when they first arrive at the club from school, staff prepare snacks that children could easily do for themselves. At teatime, staff do not consistently encourage children to serve their own food or pour their own drinks. The manager and staff recognise some of these areas to work on.

## Safeguarding

The arrangements for safeguarding are effective.

The manager, who is also the owner, ensures that staff are well trained in child protection procedures. She holds frequent safeguarding discussions at staff meetings and makes sure that certain staff access the latest training. Staff have good knowledge of the signs that children may be at risk of possible abuse and neglect. They understand how to recognise and report that children may be at risk from exposure to extremist views. Staff are vigilant and encourage children to think about their own safety. The manager and staff place high importance on keeping children safe. They risk assess thoroughly to ensure that areas used by children are safe and suitable for their needs. Robust procedures are in place for dropping off and collecting children, to ensure their safety.

## Setting details

<b>Unique reference number</b>	EY481937
<b>Local authority</b>	Reading
<b>Inspection number</b>	10228103
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Funky Fidgets Limited
<b>Registered person unique reference number</b>	RP534015
<b>Telephone number</b>	011890155
<b>Date of previous inspection</b>	7 December 2016

## Information about this early years setting

Funky Fidgets registered in 2014. It is an after-school club operating from premises within the grounds of Park Lane Primary School Infants, in Tilehurst, Reading. The club is open on weekdays from 3.15pm until 5.45pm, during school term times. The provider employs five staff, of whom one holds a qualification at level 3 and one holds a qualification at level 2.

## Information about this inspection

### Inspector

Chris Lamey

## Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The inspector held discussions with parents and took account of their views.
- The manager and the inspector conducted a learning walk together to review children's experiences.
- The inspector discussed the management and organisation of the club with the manager and reviewed relevant documents.
- The inspector observed children engaged in activities indoors and outside.

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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