

Inspection of Funky Fidgets

St. Michaels Primary School, Dee Road, Tilehurst, Reading, Berkshire RG30 4AS

Inspection date:

7 July 2022

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

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Children's well-being is compromised due to the inconsistencies some staff have towards ensuring all risks and hazards to children's safety are minimised. Although staff have completed paediatric first-aid training, not all apply the learning from this. For example, some staff allow children to run around and play football and other games while they are eating. They have not considered the potential choking hazard associated with this.

Children are happy. They know the routine well and make choices about where and what to play with in this well-resourced club. Children enjoy the activities on offer. They engage in imaginative play as they explore with blue sand, water and construction vehicles. Children behave well and have good relationships with one another. They take turns and remind each other of the rules. For example, during a game of football, children are heard calling out that it is their turn to have a go at scoring the goal next. Most staff support children's speaking, listening and understanding well. However, this is inconsistent as not all staff engage with the children. Some are seen standing away from them not participating in their play at all. Regardless of this, some staff support children's continued learning from school. For instance, they encourage children to have a go and keep trying as they follow instructions to put together the new tents that have been purchased for them. This helps to support children's problem-solving skills while building on their resilience.

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

- Weaknesses in safeguarding practice mean that children's safety is jeopardised. The provider has a safeguarding policy in place. However, she has failed to ensure that all staff working with children understand the signs and procedures to follow if they feel a child is at risk.
- The provider has recruitment, induction and supervision procedures in place. However, these are ineffective at ensuring that all staff have a sufficient understanding of English, to help them engage with children and understand the policies of the club. Staff comment they feel supported. However, the weakness in staff induction and supervision fail to ensure that the staff are maintaining the vision of the provider to play and engage with children purposefully.
- Staff ensure children are provided with a healthy snack and a nutritious tea. Children are able to make choices about what they would like to eat and all dietary requirements are catered for. Children clearly enjoy the food on offer and staff remind them to keep hydrated when eating. However, staff do not maintain the provider's procedures or expectations for all children to be seated when eating to prevent choking. As a result, children run around and play, which

jeopardises their health and well-being.

- Children clearly enjoy playing outside. They have many opportunities to be physically active as they build with large construction, run and jump. Children's small-physical skills are supported well. They explore with small beads to create pictures and draw using pens. This helps them to further build their muscles and develop the fine-motor control needed for early writing.
- Children interact and chat well together as they play. Most staff support children's communication and talk with them about what they are doing. Overall, children enjoy the company of the staff. They are seen involving most staff in their play, where they enjoy chalking and games together.
- Partnerships with teachers and parents are well maintained and support continuity in care for the children. Staff talk to the teachers on drop off and collection and relay any messages as needed. Relationships between parents and staff are strong. Staff keep parents well informed about their child's time in the club and good feedback is shared about what their children have done on collection. Parents comment that their children 'love to come to the club' and that 'they have fun'.
- Overall, most staff support children's behaviour well through discussions and being positive role models. Children have good relationships with each other, play well together and give each other praise. For instance, they comment how nice the picture is they have drawn and how clever they are in the design of their beads.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have a secure understanding of their role and responsibility to safeguard children. Some staff do not know the signs and indicators that may mean a child is at risk of harm. Furthermore, some staff do not understand the action to take if they are worried about a child. Staff fail to ensure that children eating food are kept safe. As a result of these breaches, children's safety and welfare is compromised. However, the provider ensures that all staff have suitable disclosure and barring service checks to show that staff working directly with children are suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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take action to ensure staff have an up-to-date knowledge and understanding of their roles to safeguard children, are confident in all signs and indicators of abuse, and are aware of the external reporting procedures	28/07/2022
ensure all staff have sufficient understanding and use of English to ensure the well-being of children in their care	28/07/2022
provide all staff with effective supervision and coaching to help them fulfil their roles and responsibilities	28/07/2022
ensure all risks and hazards to children's safety are identified, removed or minimised, specifically with regard to children eating.	28/07/2022

Setting details

Unique reference number	2496908
Local authority	Reading
Inspection number	10191484
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	23
Number of children on roll	59
Name of registered person	Funky Fidgets Limited
Registered person unique reference number	RP534015
Telephone number	07469173030
Date of previous inspection	Not applicable

Information about this early years setting

Funky Fidgets at St. Michaels Primary School registered in 2020. It operates from St. Michaels Primary School, Tilehurst, Berkshire. The club is open Monday to Friday, 3pm to 6pm, during term times only. The club employs four staff.

Information about this inspection

Inspector

Tracy Bartholomew

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 provider explained the club's curriculum during a learning walk with the inspector.
- The provider and the inspector completed a joint observation of an activity together and discussed the quality of the interaction of the staff with the children afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the club through discussions with the inspector.

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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