

Inspection of Funky Fidgets

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

Inspection date: 5 May 2023

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time at the club. They arrive happy and excited to spend time with their friends and the enthusiastic and welcoming staff. Children understand and follow the rules that are in place to keep them safe. For example, they understand why they need to sit at the table when eating, and the procedures to follow when they are collected at the end of their session. Staff ensure the club is a safe, happy and enjoyable place for children to spend time before or after the school day. Children are very well behaved. They have excellent role models in the staff, who lead by example by being unfailingly courteous and respectful in their interactions with children.

Children enjoy choosing from a range of play-based activities that complement their learning from school and enhance their all-round development. They can choose to play energetically, such as by playing ball or skipping games. Equally, they can decide to play less energetically, such as by playing at the sandpit or exploring craft materials. Children thoroughly enjoy the company of the staff, who happily and supportively join in their play. On the day of the inspection, some children and staff worked together to make intricate bracelets while other children and staff took turns to lead skipping games.

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

- Staff understand what children need before or after a busy day at school. They provide nutritious and substantial snacks and meals. They encourage children to spend time in the fresh air and also to rest when needed. This all helps children learn to enjoy a healthy and active lifestyle. It also means children are well placed to be ready to learn at school.
- Staff have suitable arrangements in place to keep children safe. They work with staff at the host school to ensure children are supervised closely as they move between school and the club. Staff deploy themselves effectively to ensure children remain in sight or sound at all times. Children understand where they can play and cooperate swiftly with requests from staff.
- Children have plenty of opportunities to develop their independence skills. They know where to store their coats and bags on arrival. They happily help with tasks, such as clearing away their plates after meals. They have lots of opportunities to make choices about what they would like to do.
- Staff successfully build children's self-esteem, resilience and confidence. Staff encourage children to keep trying when they find something tricky. Staff offer lots of praise when children achieve what they set out to, be that beating their own score at a skipping competition or finishing making something to take home.

- There are suitable partnerships with the host school to share necessary information about children's needs and well-being. This enables staff at the club to provide effective continuity of care for the children who attend.
- Parents and children speak highly of the staff at the club. Parents report that staff are helpful and approachable. They report that their children refer to the club as 'my second home' and 'like family'. Although younger children are allocated a key person, parents are not always made aware of who this is, or their role in especially supporting their children. However, the impact of this is not significant as parents report they would happily approach any of the staff with concerns or questions.
- The manager is very committed to ensuring the club is a happy place for children and staff. She works hard to build staff confidence and morale and is rewarded by a loyal and appreciative workforce. Staff talk emotionally of the ways in which she has helped them develop their skills and grow in confidence. This all results in a very capable workforce, who meet all children's needs very well.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular training to keep their safeguarding knowledge updated. They confidently talk about the signs of potential abuse or neglect. They understand the risks to children of being exposed to extreme views or domestic violence. Staff know how to share such concerns, including how to escalate to professionals outside of the organisation. The provider discusses safeguarding at all staff meetings to check staff's understanding and ensure they remain vigilant in identifying any potential concerns about children's welfare. The provider carries out effective checks to ensure those employed to work with children are suitable to do so.

Setting details

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| Unique reference number | 2496908 |
| Local authority | Reading |
| Inspection number | 10258280 |
| 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 | 23 |
| Name of registered person | Funky Fidgets Limited |
| Registered person unique reference number | RP534015 |
| Telephone number | 07469173030 |
| Date of previous inspection | 7 July 2022 |

Information about this early years setting

Funky Fidgets registered in 2020. It operates from St. Michaels Primary School, Tilehurst, Berkshire. The club offers care before and after school during term time and all day care for some school holidays. The provider employs four members of staff, of whom two hold relevant qualifications at level 2 or level 3.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the provider.
- The provider showed the inspector around the premises and explained how the provision is organised and how staff plan activities.
- The inspector and the provider carried out a joint observation.
- Parents, children and staff shared their views, and the inspector took these into account.
- The inspector held a meeting with the provider to find out about the leadership and management of the club.

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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