Inspection of Babrahams Fun Pack and Childrens Club

Babraham C of E Primary School, High Street, Babraham, CAMBRIDGE CB22 3AG

Inspection date: 16 July 2025

The quality and standards of early years provision	This inspection	Met
	Previous inspection	Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at this welcoming club with enthusiasm and are happy to see staff they have formed secure and trusting relationships with. They are eager to explore the rich range of activities that reflect their individual interests and build on what they are learning in school.

Children's behaviour is very good. They clearly know the club rules and play harmoniously together, understanding the need to share and take turns. Staff sensitively support all children to join in and take part. They give meaningful praise to children for their positive behaviour and individual achievements. This contributes to children's positive sense of themselves.

Children are incredibly confident and engage exceptionally well with staff, one another and visitors. They are very eager to explain about what they enjoy most, and the mud kitchen is their favourite. Children respond to the caring, nurturing approach of all staff. They recognise that staff are genuinely interested in them and value their contributions. Children have excellent opportunities to share their thoughts and ideas through a variety of ways. This helps to ensure they are included and feel a sense of belonging.

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

- Children are engaged and settled. They have good opportunities to relax and develop their social skills as they interact with others. Staff interact with children to a high level and are deeply interested in what children have to say. Children enjoy sustained conversations with staff as they tell them about their day.
- Staff ask children about their interests and use this information to plan daily activities. They make sure children have a good selection of resources to choose from. Children talk about what they like to do and are delighted to find their favourite toys and activities are available. This adds to children's enjoyment of their time at the club.
- Staff adopt the same behaviour management strategies as the school. This helps children to understand consistent expectations and supports them to feel safe and secure. Staff successfully implement these through the club rules that children contribute to, and this means children have a deep understanding of the expectations in place.
- Partnerships with parents are very well established. Leaders and staff form early bonds with children and their family prior to them attending the club. They seek comprehensive information from parents to understand how to meet their children's needs. Many parents were keen to offer their views during the inspection. They appreciate how staff create a safe environment for their

children. Parents were full of praise for the leaders and staff and explain how their children thoroughly enjoy attending the club.

- Staff know how to manage and minimise potential risks to children. They remind children how to keep themselves safe as they play. Staff deploy themselves well to help children as they play. They communicate effectively as a team, ensuring children are always supported by a familiar adult.
- Leaders monitor staff practice, and together they discuss any issues. Staff say that they thoroughly enjoy working at the club and feel very well supported in their role. Leaders successfully support staff to adopt a reflective approach to their own practice. Frequent supervisions serve to continually build on staff's knowledge and skills. Leaders know staff's individual strengths and use these well to benefit children.
- The excellent working relationship with the host school is a key strength of the club. Staff talk to teachers regularly to exchange key information and to find out about children's time at school. This helps staff understand about children's needs and to plan activities that complement their learning.

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	EY455038
Local authority	Cambridgeshire
Inspection number	10392242
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	45
Number of children on roll	32
Name of registered person	The Babraham Institute
Registered person unique reference number	RP517157
Telephone number	01223 496200
Date of previous inspection	12 August 2019

Information about this early years setting

Babrahams Fun Pack and Childrens Club registered in 2012. The club employs 21 members of staff. Of these, nine hold appropriate qualifications ranging from level 2 to level 7. The club opens from 3.20pm until 6pm, Monday to Friday, during term time. It also opens during school holiday periods from 8.30am until 6pm, Monday to Thursday, and from 8.30am until 5.30pm Friday.

Information about this inspection

Inspector
Emma Bright

Inspection activities

- Leaders showed the inspector around the club and explained how the play environment is organised.
- The inspector had several discussions with the provider and manager to explore how the club is lead and managed. The inspector spoke to staff at appropriate times during the inspection.
- The children told the inspector about their friends and what they like to do when they are at the club.
- The inspector looked at relevant documentation, including the daily attendance register and evidence of 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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