Fun 4 Kidz - St Philip's

Unique reference number (URN): 2808206

Address: St. Phillips C Of E Primary School, Hampton Road, Southport, PR8 6SS

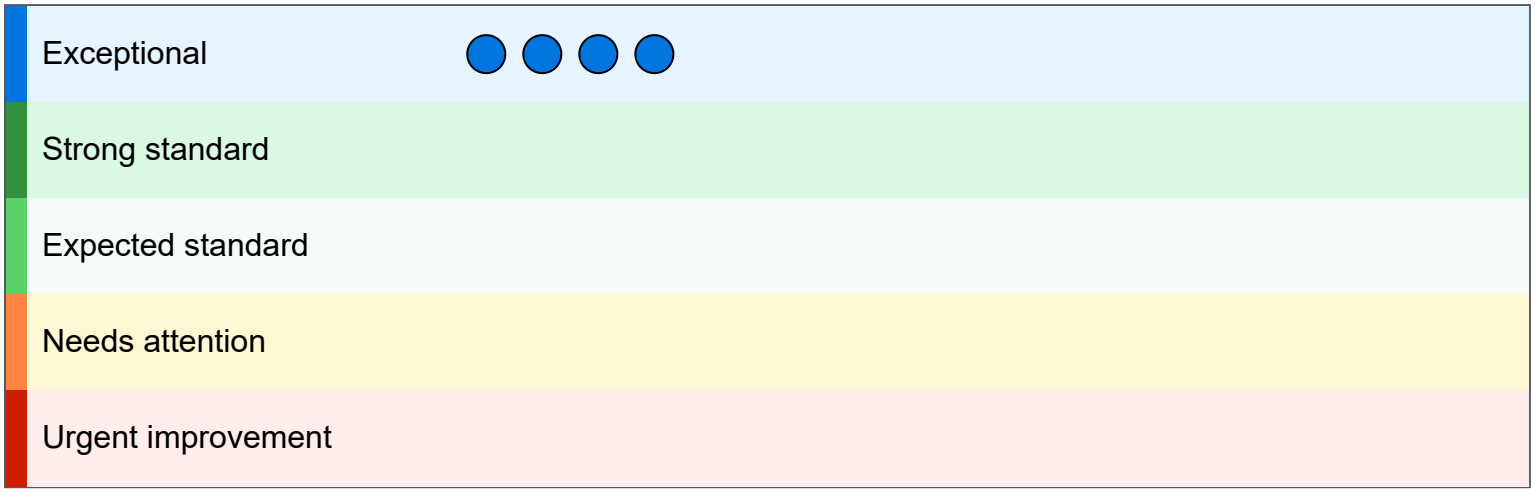
Type: Childcare on non-domestic premises

Registered with Ofsted: 23/08/2024

Registers: EYR, CCR, VCR

Registered person: Fun 4 Kidz

Inspection report: 8 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Behaviour, attitudes and establishing routines

Exceptional

Leaders have the highest expectations for all children in their care. Their actions have a transformational impact on how children view themselves and explore the world. They constantly strive to support children to develop the life skills they need to take them forward to the next stage of their education and through life. This vision permeates through the staff team, who then ensure that expectations and boundaries are consistently applied at all times. All children, including those with special educational needs and/or disabilities and those that face barriers to learning, flourish at this setting.

Leaders have established an extremely inclusive and nurturing setting, where children demonstrate positive attitudes and gain an immense sense of belonging. Well-established routines allow children to understand expectations and support them in becoming able to successfully manage their emotions. Staff hold regular meetings with children to seek their ideas, which directly contribute to processes of self-assessment and strategic planning. Children are extremely independent in their play and staff are facilitators rather than directors of the provision. Staff skilfully allow children to explore and engage without intervening to stop their play. Children independently offer to help with tasks, support younger children and give each other gentle reminders on positive behaviour expectations. Consequently, children develop the highest levels of independence and resilience and show positive attitudes to learning.

Children's behaviour is superb. They listen carefully to staff, show care and consideration to their peers, assign each other roles as they play and enjoy playing cooperatively with their friends. Staff understand that children can present with different behaviours if they are feeling overwhelmed or worried. Every child is given the time they need to support their emotional wellbeing. This may be taking some quiet time to themselves or talking things through with a member of staff. In a recent questionnaire, children overwhelmingly shared that they felt staff listened and helped them when they needed support. Children receive tailored support in being able to understand the world, and their emotions.

Leaders are vigilant in monitoring attendance and work extremely closely with staff from the on-site school to identify any potential support a child or family may need. Leaders are very aware of the pressures that some families face in the local community. They have recently attended a national conference, representing the voluntary sector, to give a speech around the impact of child poverty. They understand the importance of children attending consistently to promote positive attitudes and to give children better life chances.

Children's welfare and wellbeing

Exceptional

Leaders and staff are completely focused on promoting children's welfare and wellbeing. They share best practice on a national level with other providers and are passionate about the importance of play-based work on children's welfare and wellbeing. Staff have an extremely comprehensive understanding of children's individual needs and support each unique child. This includes those children with special educational needs and/or disabilities or who face any barriers to their learning. Staff show genuine care and nurture children's

needs exceptionally well. They support children to understand adaptations in routine or changes they are going through on a personal level. Children who were initially very quiet and played alone now enjoy taking part in cooperative play with their peers. The setting ethos has helped them to be much more engaged and have a real sense of belonging.

Staff are extremely attuned to children's emotional needs and understand the effect this can have on their engagement and wellbeing. Staff have forged meaningful partnerships with parents. On a wider scale, they share funding streams to purchase school uniforms and operate a community pantry, which allows families to purchase affordable food. This directly contributes to children's welfare and wellbeing. Staff have developed extremely close working relationships with teachers at the on-site school and share regular information about children's needs. This information-sharing ensures children receive the highest levels of care from all adults, who care for them throughout the day.

Staff plan a wide range of activities for children in the indoors and outdoors every day. They support healthy lifestyles through varied snack menus and talk with children about the importance of good oral health. Children have the opportunity to share their ideas for activities and when new resources are purchased. Children enjoy taking part in risky play opportunities and are supported by staff to understand their personal safety. Staff talk with children about internet safety and what to do if they see something they are worried about. Children demonstrate they are extremely happy and settled while accessing the provision.

Inclusion

Exceptional

Leaders and staff make a transformational impact on the enjoyment and experiences of children with special educational needs and/or disabilities (SEND) and those who have barriers to their learning. They have a meticulous approach to promoting inclusion. Leaders have developed an inclusion project to assist children and families at risk of social exclusion. Leaders want the setting to have a strong 'family feel' so that partnerships develop that directly impact positively on children. Leaders share their practice on a local and national level. For example, by contributing to the child poverty strategy to give feedback on family needs within the community.

Staff offer the highest levels of support to children, who face barriers to their learning. This has a significant impact on children's engagement and emotional wellbeing. Staff work alongside professionals from social care and safeguarding partners to support vulnerable children and their families. Staff are extremely professional and sensitive to family circumstances which may be complex. They provide children with emotional support and a consistent environment, where children can feel safe and secure.

Staff provide a consistently positive and nurturing environment, which is highly inclusive. Due to collaborative working with parents and teachers, staff have an in-depth knowledge of children's needs, particularly those children with special educational needs and/or disabilities. Processes and systems, which have been developed by the setting, are consistently successful and identify clear strategies that provide a consistent approach for children. Staff make consistent adjustments throughout each session to support children's communication, behaviour and wellbeing. For example, they understand that some children find transition times and change difficult and take the time to talk with children about why changes have had to occur. This instigates staff to hold a 'children's meeting', where

children contribute their ideas for menus and resources. Children demonstrate they feel safe, secure and have a sense of belonging.

Some parents have been able to attend training and gain employment due to their children accessing the provision. Leaders have been able to access funding to support parents to purchase items, such as school uniform, supporting children to feel confident when attending school. This has supported multiple families to improve outcomes for their children. Parents are unanimously positive about the care their children receive while attending the setting. They state that staff have been extremely supportive during periods of family change and that 'The setting has had a massive impact on my child and my family.'

Leadership and governance

Exceptional

Leadership at this setting is visionary. Senior leaders have been recognised by the crown for their transformational work in childcare and communities. They work in partnership nationally with bodies, such as the Department for Education, Ofsted and the Office for Public Service, to impact upon the outcomes of children throughout the country. They have forged partnerships locally through working closely with senior leaders at the local authority and are a recognised voice to share best practice with other providers in the local area and beyond. The setting is a registered charity and operates multiple out-of-school clubs enabling parents to access employment or training to improve the life chances for children. Senior leaders contribute to strategic work on child poverty, funding for local communities and looking at the Best Start in Life agenda in the local community.

Staff are fully involved within processes of self-evaluation and decision-making to make consistent improvements that benefit children. They attend regular professional development opportunities, which are attuned to meet the needs of children and make constant enhancements to the setting. In conjunction with the local authority, leaders are part of a pilot training programme around 'zones of regulation', providing feedback to inform future delivery to other providers. Staff have attended this training, which has developed their understanding of how to support children to regulate their emotions and understand positive behaviour. Staff state that they feel fully supported by leaders and that their workload and wellbeing are always considered. Staff feel empowered to share their ideas and contribute to the successful management of the setting.

Partnerships with parents are excellent. Levels of communication are extremely consistent, and parental views are actively sought. On a wider scale, parents are supported by leaders when applying for funding, gain a place at college to train for a new career and are signposted to the local authority work project, which helps people gain employment. This impacts on children's and families' life chances.

Staff have built meaningful partnerships with teachers from the on-site school and work diligently to provide children with the highest levels of care after they have completed their day at school. Leaders meet with senior school staff regularly to ensure that areas, such as positive behaviour and promoting attendance, are consistent for children across their day from school to when they attend the setting. These partnerships have a transformational impact on the lives of children, the family and the wider community.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children, including those with special educational needs and/or disabilities (SEND), are welcomed, nurtured and respected as unique individuals. There is an overwhelming ethos that every aspect of the setting is wholly flexible to cater for the varying needs of each individual child. Children are warmly welcomed by a caring and nurturing staff team. Children are excited as they enter the setting and eagerly seek out staff members to tell them about their day at school. Staff plan a range of activities, both indoors and outdoors, and seek the opinion of children for their ideas. This helps children to know that their

opinions are valuable, as they enthusiastically engage and have a sense of security. The unique needs of every child are supported. Activities are differentiated to meet the needs and interests of all who attend. Children in the early years age range are supported by knowledgeable staff, who carefully consider how they can support them to develop key skills.

Children develop high levels of confidence and independence. They enjoy taking part in risky play, play cooperatively with their peers and make their own choices. This helps to support children to become resilient and have a positive attitude to engaging and further learning. Children's behaviour is exemplary. Children work together to identify 'club priorities', which support children to understand about routines, expectations and why boundaries are in place. Children develop an awareness of the needs of others and have highly positive social skills. Staff employ strategies to support children, including those with SEND, to understand their feelings and regulate their emotions. Children's wellbeing is a focus for all staff and they offer a flexible approach that is sensitive to children's individual needs. Children develop high levels of belonging.

Children thrive at this setting. Leaders have forged extremely positive partnerships with parents and professionals. They meet regularly with school staff to discuss consistency for children across the school day. For example, they monitor and discuss children's attendance and employ consistent strategies, when promoting positive behaviour. Leaders and managers support families through funding for uniforms, a community pantry, support to access training and help to get back into employment. These partnerships significantly impact positively on children and their families. They help to remove barriers to learning, narrow achievement gaps and enhance children's overall experiences when attending the setting and beyond.

About this inspection

The inspector spoke with leaders, staff, the headteacher and children during the inspection.

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.

Inspector:
Elisia Lee

About this setting

Unique reference number (URN): 2808206

Address:
St. Phillips C Of E Primary School
Hampton Road
Southport
PR8 6SS

Type: Childcare on non-domestic premises

Registration date: 23/08/2024

Registered person: Fun 4 Kidz

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 15:20 - 18:00

Local authority: Sefton

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 8 July 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

16

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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