

Brampton Kids Club

Unique reference number (URN): EY413650

Address: Brampton Village Primary School, The Green, Brampton, Huntingdon, Cambridgeshire, PE28 4RF

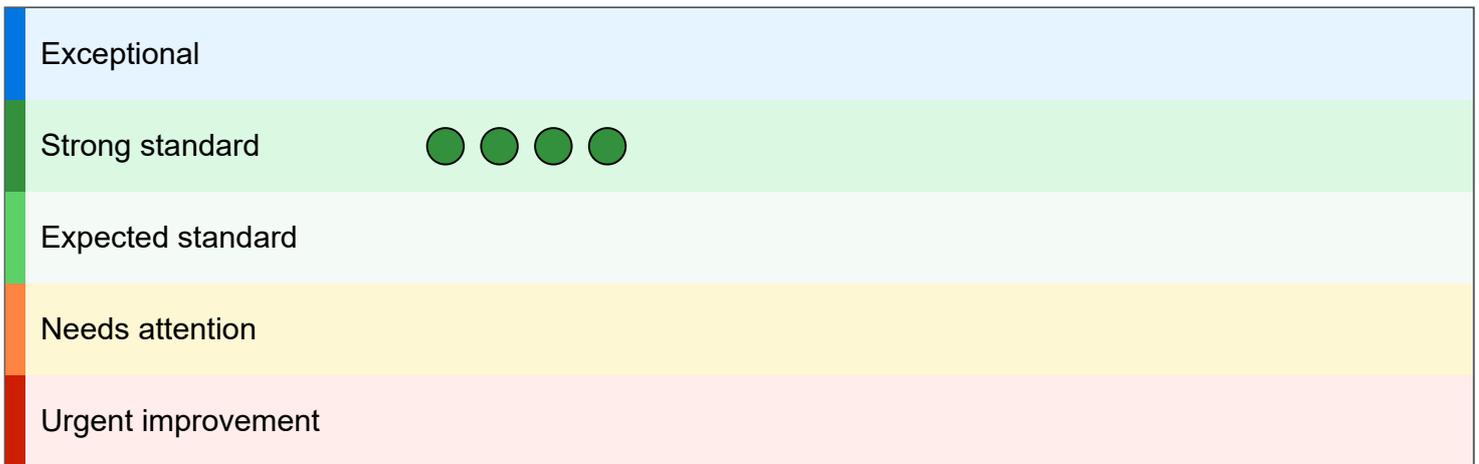
Type: Childcare on non-domestic premises

Registered with Ofsted: 23/07/2010

Registers: EYR, CCR, VCR

Registered person: Brampton Kids Club Ltd

Inspection report: 15 January 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.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders create a calm, positive and highly purposeful environment by setting clear and consistent expectations for behaviour. They embed routines securely, enabling smooth and efficient transitions into the provision. On arrival, children independently wait at designated points, organise their belongings and wash their hands without reminders. Children have a strong sense of self-regulation and a secure understanding of expectations.

Staff build respectful and trusting relationships with children and their families. They work in partnership with school staff and parents to monitor children's attendance and promote regular participation. Through ongoing communication, any concerns are identified and addressed promptly, ensuring that barriers to attendance are reduced. This collaborative approach supports children's wellbeing and helps maximise their learning and development opportunities. Staff deploy themselves effectively across all areas of the provision, maintaining vigilant supervision while allowing children the freedom to explore and make choices. Staff interact warmly and responsively, and children actively seek them out to share achievements, such as drawings, and to invite them into role play. Behaviour is consistently positive. When low-level issues arise, staff respond calmly and sensitively, supporting children to reflect on and manage their own behaviour.

Staff act as excellent role models and play alongside children to actively teach cooperation and social skills. Children collaborate successfully during shared activities, including creative play, board games and games of pool. They sustain high levels of engagement and enjoyment, while building positive relationships with others.

Children's welfare and wellbeing

Strong standard ●

Children feel safe, secure and emotionally supported in the provision. Staff greet them warmly on arrival and engage in meaningful conversations about their school day. This helps them settle quickly, reinforcing a strong sense of belonging. Children approach staff confidently, knowing they will be listened to and supported. Key-person arrangements are highly effective, particularly for younger children. Staff build secure, trusting relationships and have a deep understanding of each child's routines, preferences and individual needs. The setting promotes children's physical development by offering regular outdoor play in a well-maintained and well-resourced environment, supporting children's overall wellbeing.

Staff tailor care practices to meet children's needs, including those with special educational needs and/or disabilities. They demonstrate comprehensive knowledge of each child and respond promptly and sensitively to their varying needs. Leaders and staff continually adapt the environment, resources and support, enabling all children to participate fully. They actively support children to recognise, express and manage their emotions to promote their emotional wellbeing and a secure sense of autonomy throughout their time at the club.

Mealtimes are calm and well supervised. Staff model positive social interactions, sit alongside children to encourage safe eating and engage in meaningful conversations. Children manage their personal care routines, such as washing their hands and cleaning cups and plates after snack. These opportunities contribute to children developing a sense of responsibility, build on their confidence and enhance their self-care skills.

Inclusion

Strong standard ●

Inclusion is a clear and embedded strength of the provision. Leaders and staff are highly proactive in identifying and removing barriers. This ensures that all children, including those with special educational needs and/or disabilities, can participate fully and confidently in all aspects of the provision. Children's individual needs are identified early through comprehensive information gathered before they start. This enables staff to put appropriate support and adaptations in place from day one.

Leaders work closely with parents, the host school and a wide range of external professionals to ensure that support is coordinated, responsive and effective. They regularly reflect on practice and make thoughtful and proportionate adaptations to the provision. These adjustments contribute to promoting children's independence and wellbeing, while ensuring their individual needs are consistently met.

Staff receive targeted training to support inclusive practice and update their knowledge as children's needs evolve. They know the children in the setting extremely well. Throughout the sessions, staff monitor children's wellbeing closely and respond sensitively to changes in circumstances. As a result, children feel safe, understood and valued, and they engage positively in the provision.

Leadership and governance

Strong standard ●

Leaders have a clear understanding of the setting's strengths and areas for development, and they take decisive action to maintain high standards and improve practice. Inclusion is a strong feature of the setting. Leaders and staff actively identify and remove barriers so that all children, including those with special educational needs and/or disabilities, can take part fully and confidently.

Leaders work closely with parents, the host school and external professionals to ensure that support is coordinated, effective and responsive to children's changing needs. Staff regularly evaluate their practice and gather feedback from children and parents to help improve the service. Staff receive targeted professional development and keep their knowledge up to date as children's needs change.

Partnerships with parents are very effective. Parents value the strong relationships between staff, children and families, as well as the clear and open communication. This helps ensure that children's individual needs, routines and medical requirements are well understood and supported.

Leaders monitor staff wellbeing and workloads and provide regular support, supervision and mentoring. As a result, staff feel valued and motivated in their roles. Those responsible for governance and leaders consistently place children's best interests at the heart of the setting. They follow robust procedures that meet statutory requirements and ensure that children are safe, supported and able to thrive.

✔ **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 enter the setting eager to explore and engage. They move confidently between activity areas, independently selecting materials for construction, creative projects or games. Staff respond quickly to children's interests and extend learning through open-ended questions, shared problem-solving and collaborative play. For example, when children create resources for a shop built with blocks, they work together, negotiate roles and celebrate shared successes. Staff collect detailed information from parents and teachers to help children settle quickly and to promote consistent attendance in the setting. A strong sense of community runs through the provision.

Older children naturally support younger peers by explaining game rules and helping them join group activities. This promotes kindness, respect and cooperation while developing leadership skills. Children show curiosity, persistence and pride in their achievements, whether they complete a challenging puzzle, create artwork or master a game of pool. Staff actively engage in children's play and build warm, trusting relationships. Children say they feel safe and listened to and confidently approach staff when they need support. Staff respond promptly, offering reassurance while encouraging children to solve problems independently.

Children manage resources responsibly by selecting and returning equipment to designated areas. This develops independence and accountability. Mealtimes and group activities offer valuable opportunities for conversation, shared enjoyment and social learning. Children communicate ideas, include others and build strong friendships. Staff model positive interactions and support meaningful connections. The setting provides a safe, inclusive and supportive environment where all children, including those with special educational needs and/or disabilities, are able to explore, make choices and grow socially, emotionally and creatively.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, designated safeguarding leads, parents 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:

Carly Parkinson

About this setting

Unique reference number (URN): EY413650

Address:

Brampton Village Primary School, The Green
Brampton
Huntingdon
Cambridgeshire
PE28 4RF

Type: Childcare on non-domestic premises

Registration date: 23/07/2010

Registered person: Brampton Kids Club Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 08:55, Monday, Tuesday, Wednesday, Thursday, Friday : 15:05 - 18:00, Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Cambridgeshire

Facts and figures used on inspection

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

 This data is from 15 January 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

110

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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