

uKids at Holme Grange School

Unique reference number (URN): 2821744

Address: Holme Grange School, Heathlands Road, Wokingham, RG40 3AL

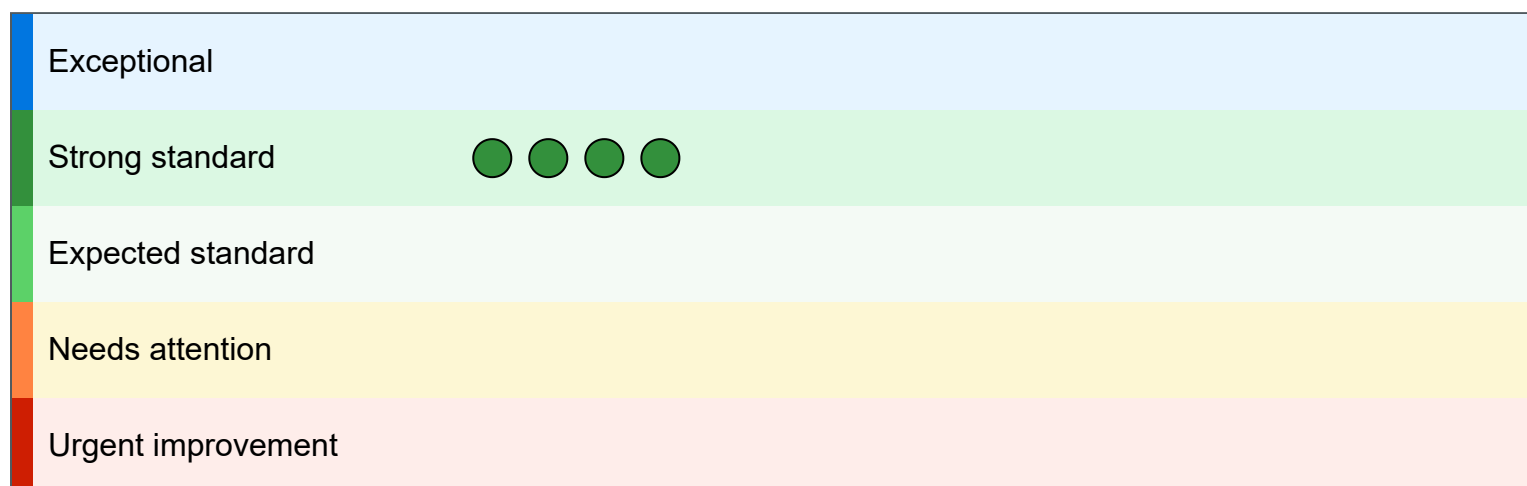
Type: Childcare on non-domestic premises

Registered with Ofsted: 04/02/2025

Registers: EYR, CCR, VCR

Registered person: U Sports Limited

Inspection report: 20 February 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 have established a remarkably harmonious and respectful culture. The calm environment has a strong positive impact on children's behaviour, which is exemplary. All children are engaged, having fun and enjoying their experience. They all respect, understand and actively support the rules and boundaries. They are extremely respectful of each other, putting up their hands in the 'compliment circle' to say something nice about a friend.

Staff explain how children communicate well in different environments, notably during crazy crafts. As children relax and enjoy the different activities, they open up. Staff respectfully apply professional curiosity to best support every child, celebrating their achievements or listening to them if they want to share a concern. This builds up trusting, lasting relationships with children happy to see the same staff return throughout different holiday clubs.

Staff are positive role models, who continuously support children to learn to collaborate and get along well with others. Staff strategically 'buddy up' different children, who may have similar interests or circumstances, such as if 2 children both started on the same day. This is managed seamlessly. For example, staff members play tennis in an open game with children, and then gradually step back to allow children who have these similarities to play together. This highly successful approach means children build relationships, continuing to play with those same groups of children throughout the day.

Leaders consistently promote the importance of attendance and staying in a routine during school holidays. They specifically ensure that core activities start at the same time each day, to enable continuity for all children. They communicate regularly with schools, noting any prolonged absences or concerns. They work with external partners to best support every child, information-sharing when appropriate and necessary.

Children's welfare and wellbeing

Strong standard ●

Leaders and staff are extremely respectful in meeting children's individual needs. For example, they support children with regular toilet breaks, encouragement of healthy eating and movement and highlight the importance of rest.

Staff build secure and responsive relationships with children and, as a result, they are extremely happy and comfortable to seek support from all staff, and younger children specifically from their key person. Staff interactions with children are warm and patient, with a brilliant balance of giving children the opportunity to try things for themselves or step in when needed. For example, children build a marble run and do not seek any help. Younger children build with LEGO and staff support them to click bits together, having encouraging conversations about what they are building.

Leaders have created an extremely responsive, adaptive and reflective culture, which ensures all members of the team are always striving to secure excellence for every child. Leaders ensure that staff learn from external specialist partners to help support this. For

example, 'A life circuits group' have recently visited to support children to make the right choices for a healthy lifestyle. They promoted an understanding of their physical development, personal safety, health and wellbeing. Staff now use this experience to create their own circuits and experiences for children from this learning.

Leaders create safe spaces for children to recognise, express and manage their emotions, to help them develop a secure sense of emotional wellbeing. For example they have 'the den', which is a small, cosier area away from the busyness and excitement of the hall. Children are able to use this as and when needed, or staff suggest children come and play in here if they can see they need a bit more support.

Inclusion

Strong standard ●

Leaders are deeply committed in ensuring that every child's needs are supported. They make demonstrable differences to support children's transition to the holiday club. They ensure that they follow a robust procedure to get to know every single child before they come, and cater to their needs. Leaders and staff are continuously making adaptations and adjustments that make a significant difference for children. For example, staff have high expectations for all children's behaviour, but this may look slightly different for each child. This includes allowing some children to stand instead of sit when it supports their engagement in activities. Highly effective support is put in place for children with barriers to learning and/or wellbeing. For example, when needed, children are supported by a staff member on a one-to-one basis to help support them through the day. This means that children have integrated extremely well into the group, and now sit and eat lunch without their one-to-one support sitting next to them. Other children copy the adjustments staff make, such as using British Sign Language to support children facing barriers to communication.

Leaders continuously evaluate to ensure that their practice remains strong and effective. They rigorously review practices and ask staff for their input on what is working and why, or where things can be improved. This collaborative approach ensures that a reflective culture of 'assess, plan, do, review' is securely embedded among the whole staff team.

Leadership and governance

Strong standard ●

Leaders consistently evaluate the setting's strengths and priorities for improvement in a detailed and perceptive way. Leaders have purposeful and thoughtful conversations to instil highly impactful changes. They identify key areas of improvement, which are validated by parents. For example, leaders have identified the need to improve their provision for the oldest children and discuss incorporating different activities based on children's suggestions.

Leaders have built brilliant relationships with families, professionals and external agencies. They use these relationships to support children and their families and provide them with impressive opportunities. From the 'massive moments' to the 'crazy crafts', every experience is carefully thought through to make a significant difference to children.

Leaders continuously strive for improvement. They make appropriate adaptations to policies, procedures and practices. They make sustained decisions that are always in the best interests of children. Leaders have embedded an inclusive culture of high expectations

for every child, which is skilfully adapted for every child's age and stage. Their highly effective decisions make significant differences to children attending the club.

Supportive leaders have a proactive approach in ensuring the best experience for children, without compromising on staff wellbeing or workload. For example, many staff members attend university. Leaders are mindful to ensure they have adequate time to focus on their own development as well as meeting the needs of the club. Leaders consistently give staff feedback. They value this and use it as a means to continue to support the ever-evolving culture of the setting.

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 are warmly greeted by friendly, familiar faces into this exciting environment. Leaders ensure that respecting the child's voice is at the heart of this setting. They are given continuous opportunities to share their thoughts, impacting the activities that are being offered. Children actively ask their parents if they can come back to this holiday club, stating that it is 'their favourite'.

Children's behaviour is superb. They understand and follow the rules and boundaries of the day. They follow the clear behavioural expectations that are set out by leaders, and are consistently reminded of these expectations throughout the day. Children build secure, lasting relationships with their peers. The familiar and consistent staff team support children in every interaction. This helps them feel safe, secure and valued. They thoroughly enjoy every aspect of their day together.

Children are excited about their experiences. They get to choose which activity they would like to participate in, helping them to feel valued and listened to. Children are extremely engaged in their play with high levels of motivation and have a wonderful sense of belonging here. They have a go and keep trying until they have reached an end goal, for example creating clay animals in 'crazy crafts'.

Leaders and staff are tremendously mindful of every child's individual, varying needs and interests. They incorporate children's different learning styles and interests into timetable planning. They make reasonable adaptations and seamlessly incorporate adjustments so all children feel included. Leaders consider where it is appropriate to use some of these adjustments to benefit the entire group, such as putting visual aids around the campfire to support the understanding of the safety rules.

Leaders have robust procedures in place to promote attendance, and actively keep track of any non-attendance. They liaise with local schools regularly to support a bigger picture, as well as sending monthly newsletters out to parents to keep them updated about any upcoming developments.

Leaders actively promote ongoing training, support and guidance for all staff. This creates a consistent team that understand and implement the same practices throughout. All staff members know the children very well, and use this knowledge to tailor the best support to them throughout their day.

Children attending this holiday club thrive and flourish, continually building skills that make a meaningful difference to them.

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.

About this inspection

The inspector spoke with the director, the manager, staff, 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:

Beth Wilson

About this setting

Unique reference number (URN): 2821744

Address:

Holme Grange School
Heathlands Road
Wokingham
RG40 3AL

Type: Childcare on non-domestic premises

Registration date: 04/02/2025

Registered person: U Sports Limited

Register(s): EYR, CCR, VCR

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

Local authority: Wokingham

Facts and figures used on inspection

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

 This data is from 20 February 2026

Children numbers

Age range of children at the time of inspection

4 to 10

Total number of places

90

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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