Castle Camps Wraparound Care

Unique reference number (URN): 2830197

Address: Castle Camps Primary School, Church Lane, Castle Camps, Cambridge, CB21 4TH

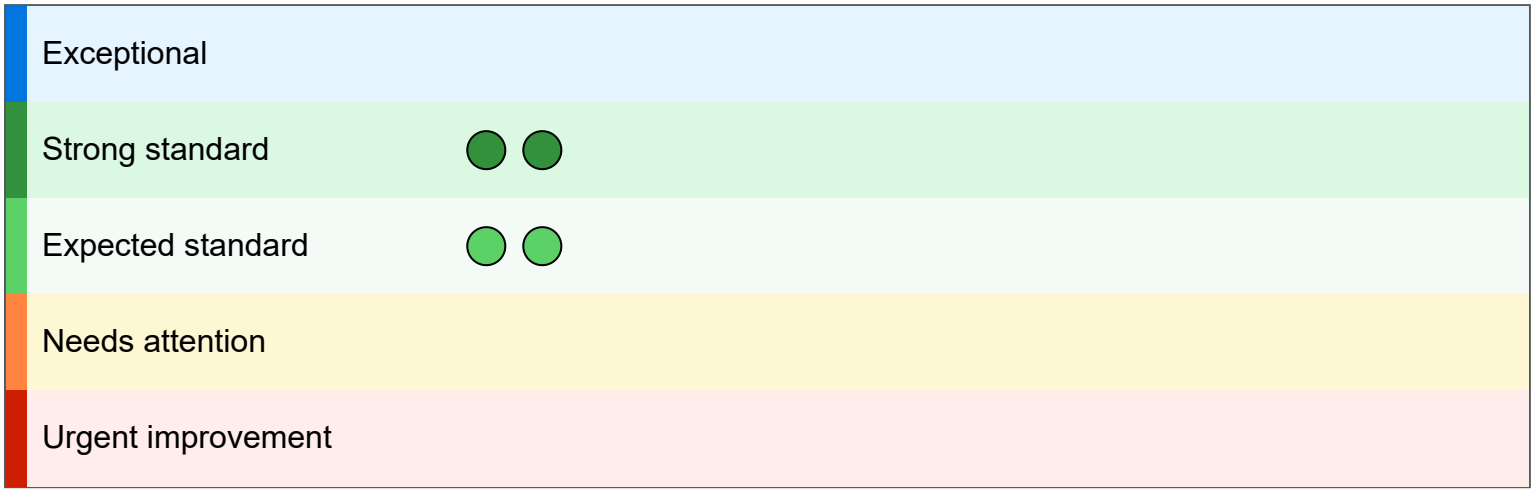
Type: Childcare on non-domestic premises

Registered with Ofsted: 11/02/2025

Registers: EYR, CCR, VCR

Registered person: Prestige Sports Development Ltd

Inspection report: 14 September 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 and staff have embedded a highly positive and inclusive environment where expectations for behaviour are clear, consistent and well understood. Staff act as strong role models, speaking to children with kindness and respect. Subsequently, children confidently mirror this in their interactions with others. They use good manners, politely ask for help and seek permission to join their friends' play.

Staff build secure and trusting relationships by knowing children well and consistently responding sensitively to their individual needs. The setting's key-person system works effectively, with a designated staff member focusing on younger children's welfare. Staff recognise changes in children's emotions and provide calm, carefully considered spaces to help them manage frustrations and regulate their emotions. Snack time provides valuable opportunities for staff to engage children in meaningful conversations, encourage social interactions and develop children's understanding of healthy lifestyles.

Children demonstrate strong cooperation and confidence. For example, some work together to build a tower, taking turns, sharing ideas and helping each other decide which block to remove to prevent it from falling. Others sit with staff to read stories. They engage in meaningful conversations, which builds on their growing vocabulary. These interactions help strengthen children's social skills and develop meaningful relationships.

Leaders monitor children's attendance. They ensure that any absences are checked, and work closely with parents and the host school to keep children safe.

Children's welfare and wellbeing

Strong standard

Leaders and staff place children's welfare and wellbeing at the heart of practice. They know children and families well and respond sensitively to individual needs, creating a safe, secure and nurturing environment where children feel confident to seek help. Staff build warm, trusting relationships by taking time to understand children's interests, preferences and feelings. 'All About Me' forms support this knowledge, while attentive interactions, reassurance and celebration of achievements strengthen children's confidence and emotional security. Children know their trusted adults and confidently approach them for support.

Leaders provide a thoughtful balance of active play, social experiences, creative activities and quiet time. Children can choose when to engage with others or access quiet spaces, supporting them to regulate their emotions and remain engaged. Staff help children recognise risks and make safe choices during play and routines. For example, children are encouraged to consider what might happen if they stand too close to falling blocks or run when walking in line. Children's physical welfare is consistently promoted. Staff maintain effective supervision and complete regular headcounts. Children understand safe routines and know how to keep themselves and others safe.

Leaders promote healthy lifestyles through nutritious snacks, exercise and effective hygiene routines. Staff manage allergies safely, supervise mealtimes and encourage independence, manners and social skills. Leaders value children's views and involve them in decisions about activities and experiences. Strong communication with parents keeps families informed and supports continuity of care. As a result, children are settled, happy and increasingly confident in managing their own wellbeing.

Expected standard

Inclusion

Expected standard

Leaders typically gather information from parents before children start to help staff understand each child's individual needs and put appropriate support in place from the beginning. Staff use this information to understand children's interests and any additional support they may need in order to access and enjoy the provision. Positive relationships between staff and children contribute to an inclusive environment. Staff work closely with children and provide consistent routines to support children who may face additional barriers to learning. For example, children have areas of the provision that they can go to when they feel overwhelmed and need quiet time, before rejoining their peers when ready. Positive relationships and consistent routines enable children to take part in activities alongside their peers and help them feel safe, confident and secure.

Staff encourage children of different ages to play together, and involve children in choosing the resources and activities available during the session. For example, they encourage younger children to join older children in tower-building games, helping them develop confidence and social skills. Inside, children enjoy learning how to make things out of loom bands, and staff are on hand to encourage and praise their achievements.

Leaders maintain high expectations for every child and use information from home, from school and from education, health and care plans to provide individualised care and support. Secure links with the on-site school enable staff to share relevant information and communicate daily about children's experiences and any concerns the school may need to be aware of. This collaborative approach promotes continuity and ensures that children receive appropriate, tailored support throughout their time at the setting.

Leadership and governance

Expected standard

Leaders have a clear oversight of the club and understand the strengths of the staff team and the quality of the provision. They typically identify areas for development and take appropriate action to improve practice. Staff benefit from additional training. For example, they recently attended a course to further develop their knowledge and understanding of how to support children with special educational needs and/or disabilities. However, leaders have not yet fully considered how targeted training, particularly around the early years, would further enhance staff's practice and contribute to their knowledge of the requirements of the early years foundation stage framework. Staff are recruited through robust procedures and receive regular supervision and appropriate support for their roles and wellbeing. Staff responsibilities are clearly understood.

The club has developed warm and respectful relationships with parents, who speak highly of the staff and value the regular communication about their children. They report that their children thoroughly enjoy their time at the setting and ask to attend on days they are not booked in for. Strong partnerships with the host school and other professionals contribute to a shared understanding of children's individual needs. Leaders have recently strengthened this further by gathering more detailed information from schools and have begun to work closely to ensure continuity of care for all children.

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 settle well into the club because leaders work closely with the school, parents and carers. Leaders use these partnerships to support children's attendance and gather information about their individual needs. Children arrive happily, store their belongings and quickly settle into familiar routines. Staff greet children warmly and gather relevant information from class teachers. Children confidently talk to staff about their school day and share topics they are currently learning about at school. Staff sensitively check in with children, particularly those who are new to the setting, to make sure they feel happy, safe and secure. As a result, children confidently express their needs and take part in the wide range of activities available.

Children form positive friendships across age groups and enjoy choosing activities that reflect their interests. For example, they enjoy sharing books with staff and playing tennis outdoors. Children naturally collaborate, share ideas and help each other during activities, such as crafting and construction play. Older children often support younger children, creating a family-like atmosphere where everyone feels that they belong.

Staff value children's voices and encourage them to share their ideas and interests. For example, when children show an interest in making bracelets, staff sit with them and give clear, age-appropriate instructions. Staff regularly update 'All About Me' forms in collaboration with children and provide opportunities for them to contribute ideas about activities they would like to access. Children and families speak positively about the club and value the regular communication from staff about the opportunities available to them.

Next steps

- Leaders should continue to extend professional development opportunities for all staff, particularly around the early years, to enhance their knowledge and further strengthen the quality of practice across the setting.

About this inspection

The inspector spoke with the manager, the setting lead, staff, children and parents 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): 2830197

Address:
Castle Camps Primary School, Church Lane
Castle Camps
Cambridge
CB21 4TH

Type: Childcare on non-domestic premises

Registration date: 11/02/2025

Registered person: Prestige Sports Development Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 15:20 - 18:00,Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 08:40

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 14 September 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

24

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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