

Fun Fest Potters Bar

Unique reference number (URN): 2758955

Address: Cranborne Primary School, Laurel Fields, POTTERS BAR, EN6 2BA

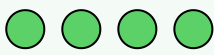
Type: Childcare on non-domestic premises

Registered with Ofsted: 31/10/2023

Registers: EYR, CCR, VCR

Registered person: London Holiday Camps Ltd

Inspection report: 26 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Children behave well in this setting. They demonstrate a clear understanding of expectations. Staff establish boundaries and reinforce these, particularly during morning carpet sessions. They remind children about their behaviour, safety, personal care routines and the areas available to them throughout the session. This helps children to feel secure and understand what is expected of them. Children show kindness and consideration towards their peers. Relationships across the group are generally positive. Staff manage any minor conflicts that arise effectively, providing support when required. This helps to place an emphasis on developing children's social skills.

Children make positive choices on how to use the environment safely and respectfully. This contributes to a harmonious atmosphere. When needed, staff provide gentle reminders and guidance to support children to make appropriate decisions and manage their behaviour. When children are required to move between indoor and outdoor environments, staff generally provide clear guidance about what will happen next and the expectations placed on children. This helps most children to prepare for the transition and understand what is required of them. However, on occasion, transitions between activities are less well organised. At times, both children and some staff appear uncertain about what is happening next. This leads to periods where they are waiting without clear direction. This can disrupt the flow of the session and result in some loss of engagement for children.

Children's welfare and wellbeing

Expected standard 

Children's wellbeing and welfare are generally prioritised by staff, creating a safe and secure environment for all. Leaders and managers are committed to ensuring that children have a fun, engaging and enjoyable experience during their time at the provision.

Children are given a range of activities that encourage them to try new experiences and develop key skills. For example, children receive opportunities to practise their fine motor skills through craft activities, as well as develop coordination and control through games such as target practice.

Children receive regular reminders about the importance of positive hygiene practices. Staff encourage routines such as washing hands after playing outside and before eating, helping children to develop a growing awareness of how to keep themselves healthy and prevent the spread of germs.

Staff demonstrate a knowledge of how to keep children safe in the sun, including the need for sun hats, sunscreen and access to shade and drinking water. However, there are some inconsistencies in how promptly these practices are implemented. Staff do not consistently support children to develop an understanding of how to protect themselves in the sun. Despite this, there is no significant impact on children's safety. Staff remain vigilant and supervise children closely, and there is a clear awareness of potential risks associated with sun exposure.

Inclusion

Expected standard 

Children with emerging or identified special educational needs and/or disabilities generally access the provision well and are included in the daily routines and activities. Staff are generally mindful of individuals' needs and make reasonable adjustments to support their participation.

Leaders and managers establish relationships with parents and carers. They listen to parents' insights and use this to collate information about the children's needs. This helps them to understand each child's individuality and identify and discuss appropriate adaptations that could be put in place. This collaborative approach and open dialogue supports children's inclusion.

Leaders and managers demonstrate an understanding of how to meet the needs of all children in their care. They are committed to ensuring that appropriate support systems are in place and ensuring that all children are catered for.

For example, following outdoor play, a calming darkened session was planned to encourage children to rest and relax. However, while leaders identify appropriate strategies and adaptations, these are not always implemented consistently by staff. During this session, some children were not fully supported by staff to engage, which limited their ability to access the provision effectively at these times.

Leadership and governance

Expected standard 

Leaders and managers demonstrate an understanding of their setting. They have high expectations for all children to enjoy a positive and fun-filled experience. Leaders are proud of their setting and identify positive parental partnerships and a wide variety of activities as things they deliver well. They also recognise that there could be areas for further development, understanding that some further staff training or development will strengthen the provision.

Managers are passionate about their roles and show a clear commitment to the setting. They demonstrate initiative and understand how to adapt to children's needs or changing circumstances. Staff speak positively about their leaders, describing them as supportive and making them feel valued. They report that they are promptly enrolled onto statutory training, such as first aid, which supports their effectiveness in their roles. Leaders also provide staff with access to online training opportunities. This ensures their knowledge remains current and up to date. Staff are retained well, and seasonal workers return year on year, contributing to a consistent and stable team.

Leaders build positive relationships with parents and carers. This supports children to settle well into the setting and return confidently each school holiday. For the youngest children, staff share information with parents and carers at the end of each day in the form of a card. This includes details about what children have done and how they have been feeling throughout the day. This helps to keep parents well informed.

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

Children arrive at the setting happy and eager to attend. For those children who require additional reassurance when separating from their parents and carers, staff provide gentle support. They take time to share the daily plan with children, encouraging them to separate from their parents. This helps children to quickly settle. Prior to arrival, children are able to sign up to a variety of activities. This helps to give children a sense of choice and involvement in their play.

During sessions, children engage well with planned activities. Staff offer appropriate levels of support to ensure that all children can access the provision. During periods of free play, children of varying ages play cooperatively and interact positively using their imaginations and the available resources to build and create. The environment offers ample space for children to move freely, both indoors and outdoors. This supports children's active and exploratory play.

Staff generally engage well with children throughout the session. They support them during planned activities and interact alongside them during free play, showing interest in what they are doing. Children behave well and demonstrate an understanding of expectations. Staff ensure that their expectations for children's behaviour are clear. They reinforce these through a short circle time at the beginning of the session to remind children. This helps to create a positive environment.

Relationships between children and staff are warm and positive. Many children return to the setting each school holiday, demonstrating the bonds they have developed with staff. Parents speak positively about the provision. They particularly value the range of activities on offer and the approachable staff, who take time to get to know children and with whom children clearly enjoy spending their time.

Next steps

- Leaders should strengthen staff's knowledge and confidence around inclusion to ensure that all children receive the targeted support they need to make the most of their time in the setting.
 - Leaders should ensure that staff are confident in the day-to-day routines to help to support smooth and seamless transitions between activities, as well as between indoor and outdoor environments.
 - Leaders should ensure that children understand the importance of keeping themselves safe when playing in the sun.
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About this inspection

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

We carried out this inspection under sections 49 and 50 of the Children's 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:

Tracy Rowe

About this setting

Unique reference number (URN): 2758955

Address:

Cranborne Primary School
Laurel Fields
POTTERS BAR
EN6 2BA

Type: Childcare on non-domestic premises

Registration date: 31/10/2023

Registered person: London Holiday Camps Ltd

Register(s): EYR, CCR, VCR

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

Local authority: Hertfordshire

Facts and figures used on inspection

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

 This data is from 26 May 2026

Children numbers

Age range of children at the time of inspection

4 to 8

Total number of places

48

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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