

AK-tivities Ltd

Unique reference number (URN): 2754745

Address: Hemingford Grey Primary School, St. Ives Road, Hemingford Grey, HUNTINGDON, PE28 9DU

Type: Childcare on non-domestic premises

Registered with Ofsted: 03/11/2023

Registers: EYR, CCR, VCR

Registered person: AK-tivities Ltd

Inspection report: 3 March 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.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Staff establish a positive and calm environment, where expectations for behaviour are clear and consistently applied. Children behave well and engage readily in the activities on offer. They demonstrate a secure understanding of routines, for example working cooperatively to tidy away resources and responding promptly to staff instructions, such as putting away game equipment. This supports the smooth running of the provision.

Relationships between staff and children are warm and supportive. Children confidently approach staff to share their experiences and engage in conversation about their day, reflecting trusting bonds. Staff interact positively with children, which helps to promote a sense of security and belonging.

Children are supported to develop their social skills and play cooperatively. For instance, during role-play activities, such as pretending to run a café, children work together, take turns and show kindness towards one another. Staff are attentive to children's age and stage of development, adapting their expectations and support accordingly to ensure all children can successfully meet behavioural expectations.

Routines are securely embedded and help children move seamlessly from the setting into the school day. Children are clear about what is happening now and what comes next, which supports positive attitudes and a calm, settled environment. Leaders encourage consistent attendance through solid partnerships with families and by creating a provision that children are happy and eager to attend.

Children's welfare and wellbeing

Strong standard ●

Care practices effectively support children's individual needs and contribute positively to their wellbeing. Children are warmly welcomed on arrival and settle quickly, demonstrating that they feel safe and secure in the setting. Staff build warm, responsive relationships with children, engaging with them in a caring and thoughtful manner. This helps children to develop a secure sense of belonging and emotional wellbeing.

Children are supported to develop healthy lifestyles. They are provided with healthy food options and are encouraged to use good manners during snack times. Staff offer praise and gentle encouragement, reinforcing positive behaviours. Opportunities for physical activity are well promoted. Children participate in energetic games, such as dodgeball and football, and staff actively join in, modelling enthusiasm and teamwork. For example, managers engage children in a football match, using humour and commentary to create an inclusive and enjoyable experience.

Staff support children to take turns and share resources, including during games on electronic devices. Screen time is appropriately limited, with staff encouraging children to access outdoor play and physical activities. This helps children to understand balance and

supports their overall health and development. Routines are flexible and responsive, meeting children's needs effectively.

Inclusion

Strong standard ●

Leaders promote an inclusive culture and work in partnership with the host school to identify and support children's individual needs. Managers liaise closely with the school special educational needs coordinator leaders to share information about children with special educational needs and/or disabilities and meet termly to review any emerging concerns. This supports the early identification of need and helps ensure that appropriate strategies are in place. Leaders take practical steps to include all children, adapting activities for younger children in the early years and making reasonable adjustments where needed. For example, resources are carefully monitored to ensure they are safe and appropriate for all ages, preventing younger children from accessing small items, such as beads.

Staff contribute to a welcoming and inclusive environment. They celebrate children's achievements by displaying photographs of their work and play, which helps to build children's confidence, self-esteem and sense of belonging. Staff also take photographs of children's creations before these are dismantled, valuing children's efforts and promoting positive emotional wellbeing.

Leaders engage with staff and external professionals to support children's needs, although systems to monitor children's progress and precisely evaluate the impact of support are less well developed. Leaders take effective steps to reduce barriers to participation through flexible routines, appropriate adaptations and a clear focus on children's preferences. For example, children who find transitions or group activities more challenging are supported with clear explanations of what is happening now and next, alongside opportunities to access quieter or outdoor play. Children are encouraged to make choices about their activities, helping them to feel confident and included. Staff adjust their expectations sensitively, enabling children to participate successfully at a pace that suits their individual needs.

Leadership and governance

Strong standard ●

Leaders demonstrate a secure understanding of their roles and maintain effective oversight of the provision. Managers are knowledgeable and experienced, leading the setting with confidence and a clear focus on providing a positive experience for children. They work closely with the host school to support continuity of care and smooth daily transitions. Systems are well organised, enabling leaders to respond promptly to any issues that arise and ensure the setting runs efficiently.

Leaders create a positive team culture. Staff speak highly of the manager and work well together, showing a clear sense of camaraderie and shared purpose. Communication is effective, including the use of walkie-talkies to support coordination between indoor and outdoor areas. Staff are deployed appropriately and remain attentive to children, for example sitting with them during snack times and maintaining consistent supervision.

Leaders have a clear understanding of the setting's strengths, including the wide range of activities available. Resources are organised into accessible stations, allowing children to

make choices and engage independently. Record-keeping is thorough and shared appropriately with parents and school staff. Leaders continue to reflect on and develop their practice to further improve outcomes 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 enjoy attending the setting and arrive happily, demonstrating that they feel safe, welcomed and valued. Warm, positive relationships with staff help children to develop a

deep sense of belonging. Staff take time to listen to children and engage in meaningful conversations, which builds trust and confidence. Children's achievements are recognised and celebrated, for example, through displays of their work and photographs of their creations, helping them to feel proud and included.

Children develop important social skills as they play and interact with others across a wide age range. They learn to cooperate, take turns and include others in their play, for example, during group games and imaginative role-play activities. Opportunities for physical play, such as football and team games, support children's health and wellbeing while also building confidence and teamwork skills.

Children benefit from clear routines and consistent expectations, which help them to feel secure and understand what is happening throughout the session. Leaders and staff maintain effective oversight to ensure children are safe, including careful supervision and clear communication between team members. Children are able to relax, enjoy their time and thrive in an inclusive and supportive environment.

Next steps

- The provider 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 children with special educational needs and/or disabilities.
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About this inspection

The inspector spoke with leaders, staff 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:

Betty Ekberg

About this setting

Unique reference number (URN): 2754745

Address:

Hemingford Grey Primary School, St. Ives Road

Hemingford Grey
HUNTINGDON
PE28 9DU

Type: Childcare on non-domestic premises

Registration date: 03/11/2023

Registered person: AK-tivities Ltd


Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:45 - 08:55, Monday, Tuesday, Wednesday, Thursday, Friday : 03:00 - 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 3 March 2026

Children numbers

Age range of children at the time of inspection

3 to 11

Total number of places

60

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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