

Koosa Kids Holiday and After School Club at Birch Hill Primary School, Bracknell

Inspection report for early years provision

Unique reference number	EY350434
Inspection date	03/06/2009
Inspector	Gill Bosschaert
Setting address	Birch Hill Primary School, Lepington, BRACKNELL, Berkshire, RG12 7WW
Telephone number	0845 094 2322
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Koosa Kids at Birch Hill Primary School is one of six children's holiday activity scheme run by Koosa Kids Ltd. It was registered as a holiday play scheme and out of school club in 2007, and is located in Bracknell. Facilities at the school include three classrooms, dance studios, a large sports hall and playing field. The provision is registered for 96 children aged four to eight years. However, they also accept children aged eight to 12 years. There are currently 337 children on roll. Children are organised into age-groups for various activities. They come together for break times. The provision is open from Monday to Friday during every school holiday throughout the year. It attracts children from a wide geographical area. The scheme offers an 'extension zone' for parents who require childcare from 08:30 until 18:00, and a standard activity day from 10:00 until 16:00. The children bring their own packed lunches when staying for a full day. The setting also run an after school facility for this school and local schools. It runs from 15:20 - 18:00. The number of staff working with children varies depending on the number of children present. Registration states 32 children up to eight years, currently there are 13 children on roll who are Early Years Foundation stage. Ratios of one adult to eight children are maintained. There is always 50% of suitably qualified staff present. The setting receives financial support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Koosa Kids out of school club makes excellent provision for children in the Early Years Foundation Stage. The leader has employed a number of appropriately trained staff to meet the needs of these children. Through thorough monitoring the manager is fully aware of the strengths and weaknesses in the club. Regular training sessions for staff actively addresses any issues. However, the training could be further extended to encourage more specific professional qualifications. Relationships are very secure between the staff, the children and their parents. There is excellent provision for children with learning difficulties and disabilities, and for children for whom English is an additional language.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further professional development of staff to NVQ levels

The leadership and management of the early years provision

The setting provides outstanding provision for the children in its care. The management is reflective about its own achievements always looking for ways to

improve further. This is then identified in a form of self-evaluation and appraisal. The manager helps the staff stay focused and motivated by his passion for the development of children in their care. His attention to detail for the Early Years Foundation Stage children has developed into some exemplary practice. The leader is training to be an assessor for National Vocational Qualification (NVQ) qualifications, which will greatly enable and encourage staff to further their own professional qualifications. Leaders and all staff show great warmth, care and attention to detail for the needs of the children, putting the child at the heart of all they do. Frequent team meetings ensure each child makes good progress and this is monitored accurately to provide future planning opportunities. Assessments are focused and evidence is kept together along with some informal assessments when children suddenly progress in their learning. Photographs and documentation aid this process. This information is passed on to the class teacher. Policies and procedures are updated annually. A number of pamphlets and other documents have been produced to ensure a happy transition from home/school to the club, activities are explained fully and the impact on future learning clarified. Staff morale is high with good camaraderie between staff and parents. Safeguarding procedures are all in place. Relevant checks are undertaken to ensure that all adults are able to work with children and all legal requirements are met.

The quality and standards of the early years provision

Koosa Kids has organised its provision for the Early Years Foundation Stage children with meticulous care and thought. A grid has been completed to ensure that games and activities cover the six areas of learning and that there is appropriate balance each evening for the children. Children thoroughly enjoy being at the club, which was evidenced by two children playing happily with older children on their first day. Discussions with parents and children provide useful background knowledge to ensure that all needs and interests are incorporated into the daily routines and activities. Opportunities are given for freely chosen child-led activities indoors and outside in the secure playground area. A large number of picture books, both fiction and non-fiction is available and there are many opportunities to practise other skills including crafts and emergent writing. 'Small World' and role play opportunities encourage children to share and interact with others very effectively. Staff offer many opportunities to speak and listen to the children. They often read aloud to one or two at a time and play simple board games. The children have a very good knowledge of how to stay healthy and safe because, for example, they are consistently encouraged to wash their hands after toileting and before eating food. Water is freely available throughout the session and a healthy snack provided. The children feel safe and secure in this warm friendly environment and behaviour is exemplary. Applications from children with learning difficulties and/or disabilities are assessed with care before acceptance ensuring that the provision and the premises are suitable. Children for whom English is an additional language are easily accommodated as many of the activities are designed to develop language skills. This setting offers excellent provision for both the school and local schools.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met