

KOOSA Kids Holiday Club at St Josephs Catholic Primary School, Guildford

Inspection report for early years provision

Unique reference number	EY309761
Inspection date	20/08/2010
Inspector	Julie Sackett
Setting address	St. Josephs Catholic Primary School, 155 Aldershot Road, Guildford, Surrey, GU2 8YH
Telephone number	0845 094 2322
Email	
Type of setting	Childcare on non-domestic premises

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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).

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.

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Description of the setting

KOOSA Kids @ St Josephs Catholic Primary School is a children's holiday activity scheme, and is one of 10 schemes run by KOOSA Kids Ltd. It was registered as a holiday playscheme in 2005, and is located in north Guildford. They access a range of facilities at the school including four classrooms, the hall, playground, courtyard and playing fields. KOOSA Kids are registered for 96 children aged from four to seven, but also accept children eight to 13. There are currently 120 children from four to 13 years on roll. At the time of the inspection, there were 63 children on roll, including 18 in the Early Years Foundation Stage. Children are organised into age groups for various activities, coming together for break times. The provision is open from Monday to Friday during every school holiday throughout the year, and attracts children from a wide geographical area. The scheme offers an 'extension zone' for parents who require childcare from 8.15am until 6pm, and a standard activity day from 10am until 4pm. When staying for a full day children bring their own packed lunches. There are up to 10 members of staff working with the children. As a minimum the manager has NVQ level 3 and at least half the remaining staff have NVQ level 2. The setting receives support from the local authority. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The overall quality of the setting is outstanding. The quality of leadership is a particular strength, with high expectations and creating a positive ethos shared by all staff. As a result, children feel valued, safe and secure and thoroughly enjoy their time at the club, whilst making significant steps in their learning and development. The setting works very successfully in partnership with parents, the school and a range of agencies to make provision for individual needs. Recommendations made at the time of the last inspection have been fully met and this, combined with thorough and systematic self-evaluation procedures, means the setting demonstrates outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to develop creative skills through drama and role play

The effectiveness of leadership and management of the early years provision

The outstanding leadership and management of the play-scheme is characterised by an enthusiastic commitment to meeting the needs of all the children and providing them with the highest quality experiences. Well-qualified and committed members of staff attend regular staff development opportunities, including an in-house fast-track training scheme for managers. This means that managers share a thorough and up-to-date knowledge of statutory requirements and good practice and the needs of the children are met in full. The safety and well-being of the children is given a high priority. Efficient, well-organised and effective systems are in place to ensure that children are safe at all times, from the time they register at the beginning of the day to the time they leave. The leadership and management team has established rigorous and systematic procedures, which mean that the comprehensive range of policies and procedures are complete and regularly reviewed.

Inclusion is a strength of the play-scheme. Close partnership with parents and strong liaison with the school and other agencies means that activities are carefully planned to meet the needs of children with special educational needs and/or disabilities and the support to which they are entitled is secured in advance of them attending. As a result, they are able to access all the activities and make similar progress to that of their peers.

Self-evaluation procedures are thorough and regular and involve all staff. Parents and children are regularly invited to evaluate their experience of the play-scheme and their views inform the improvement process. Staff chat informally with children during their time in the play-scheme and this helps them to identify and make provision for individual interests. The recommendations from the last inspection have been addressed in full. Information for parents, in the form of leaflets and via a website, is clear, attractive and informative and enables parents to easily access Ofsted reports, policies and parent testimonials.

The quality and standards of the early years provision and outcomes for children

The setting has very successfully established a safe, secure and welcoming environment in which children are happy and confident and feel valued. The programme of activities is planned with great care to provide a balance of activities both indoors and out and to include all areas of the Early Years Foundation Stage framework. Children have opportunities to choose activities themselves, in addition to those which are adult-led. The programme is enriched by a series of themed days, such as 'Where I Live', in addition to weekly events such as the popular 'KOOSA's Got Talent' and a dressing-up competition. Activities successfully meet the individual needs of the children and this, combined with skilful and sensitive intervention by members of staff, mean that children are busily engaged and have fun throughout. Activities make a strong contribution to children's learning and development, particularly in the development of coordination skills, social skills,

independence and teamwork. Staff have identified that more opportunities for drama and role play would further develop children's creative skills. Children are actively taught how to use a range of good quality resources safely and responsibly. For example, children are given tips about how to use the space hoppers to ensure that they all succeed.

Adults demonstrate consistently high expectations of the children's behaviour, which is excellent. Relationships are a particular strength. Adults provide strong role models and their evident enjoyment of the children's company is infectious, contributing strongly to the children's confidence and self-esteem and to the development of skills for the future. The children are welcoming and polite and speak of the play scheme with enthusiasm. A typical comment by the children is that they 'have fun' at the play-scheme.

The wide range of activities makes a significant contribution to the development of healthy lifestyles. A 'can do' approach means that children are successfully encouraged to participate fully in games which leave them visibly 'puffed' and during which staff take care to ensure that every child feels a sense of achievement, including those children with special educational needs and/or disabilities, so that inclusion is a strength. The setting gives safety and safeguarding a very high priority. Daily reminders ensure that all children know and understand expectations and rules and what they should do in case of emergency. As a result, children are safe and secure. Children's feedback about what they enjoy most and how the setting could be improved is taken seriously and suggestions are adopted wherever practical. This means that children make a very positive contribution and ensures that activities are matched to individual interests. Excellent interaction between the different age groups means that all children are being very well prepared for their future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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