

KOOSA Kids After School Club at Liphook Infants

Inspection report for early years provision

Unique reference number	EY415285
Inspection date	13/01/2011
Inspector	Louise Bonney
Setting address	Liphook Infant School, Avenue Close, LIPHOOK, Hampshire, GU30 7QE
Telephone number	0845 094 2322
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

KOOSA Kids After School Club has been running since 2006, and re-registered in 2010 following its move to new premises. It is owned by KOOSA Kids Ltd and runs from Liphook Infant School. The club uses the newly built community room and school hall, and secure playground and playing fields for outdoor play. Most children attending come from Liphook infant and junior schools. The club opens five days a week during school term time, from school finish until 6.00pm. It provides a snack tea for the children.

The club operates under the Early Years Register and the Childcare Register. The club is registered to provide care for up to 25 children under eight, of which none may be under four. It currently operates with a maximum of 16 children. There are 25 children on roll who attend for varying sessions, of whom eight are in the early years age range. The setting supports children with learning difficulties and/or disabilities, and those with English as an additional language.

Sufficient qualified staff work with the children and one is completing a relevant Level 3 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending the club, which provides a relaxing and enjoyable environment that complements their day at school. The implementation of procedures and overall thorough risk assessment ensures that children are safeguarded well. Staff develop good partnerships with parents and share information with teachers, much of this information they use to provide continuity in children's care and learning. The management team and staff show reflective practice and a good capacity to continually develop as they identify and act upon areas for improvement which benefit the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the risk assessment check list to include all aspects outside that require more frequent checking
- use the information provided by teachers to further plan and support complementary activities that build on children's experiences and learning.

The effectiveness of leadership and management of the early years provision

The leadership team ensures rigorous recruitment procedures are implemented. Newly appointed staff undergo a thorough induction and do not have unsupervised access to the children until checks are complete. This ensures they are suitable to work with the children. Staff show clear understanding of how to protect children and the procedure to follow if they have concerns. This safeguards the children. The leadership team thoroughly risk assess the children's environment in order to identify and minimise any hazards or risks. Staff complete and sign a daily check list and additionally ensure nearby gates are secure, although these are not included in their list. Staff establish hygiene routines and follow appropriate medication procedures. They receive training for administering medication such as auto-injections for those with severe allergic reactions. This supports children's health well.

The leadership team is very committed to the continual development of the club. The success of the club's move to new premises, the new resources and systems reflects a good capacity for continual development and improvement. Staff have new forms that ensure they have clear details each day about the children attending and their needs. The leadership team devise effective systems for sharing information with school teachers about children's learning and development to promote continuity. They purchase new resources, such as train sets, role play equipment and comfortable cushions, which the children very much enjoy and which reflect their interests and needs. The leadership team encourage staff to develop reflective practice, and staff evaluate activities daily in order to identify what has gone well and what needs improving. Staff identify aims for future development. These include seeking written feedback from parents at the end of the term, and to use the information provided by teachers about children's learning and development more effectively when planning and supporting activities.

Staff seek information about children's backgrounds and starting points from teachers and parents. This helps them identify and reflect their religion and any other languages they speak, and to provide activities that match their interests and abilities. Staff are aware of children's different styles of play. They provide opportunities for those that are energetic to engage in physical activities, while also providing quiet activities for those who enjoy them. They ensure children with special educational needs and/or disabilities are fully included and have additional support when necessary. This meets children's individual needs.

Parents describe how happy they and their children are with the club. They receive clear information about policies and procedures and the provision, such as through emailed newsletters, written documentation and the web-site. Staff develop good partnerships with parents and seek detailed information about children's interests, likes and dislikes, and any special educational needs and/or disabilities. This helps them meet children's individual preferences and needs well. Staff use effective systems for sharing information with the school, which promotes good continuity in

children's care and learning.

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

Children are confident and very much enjoy attending the club. They develop friendships with each other and staff as they play together. They confidently ask others if they can join in their play and receive a warm and friendly response. Children often like to involve staff in their activities and appreciate the support they provide. Staff show awareness of children's different abilities and provide suitable challenges for them with opportunities to practice new and old skills. They count and match as staff help them learn to play card games such as patience. Children show enthusiasm and imagination as they dress up and role play or make collages with recycled sweet wrappers. They run and play chase or make up new games with skipping ropes, hoops and balls. Children show independence as they make choices and select their activities from the range set out by staff, or ask staff for additional resources kept in the cupboard. Staff know the children's individual interests and the resources available reflect these well, creating an environment that children find welcoming and interesting. Staff organise activities to ensure that their provision is inclusive. They liaise with parents and others to ensure children's special educational needs and/or disabilities are identified and supported well. Staff show good understanding of the Early Years Foundation Stage and children make good progress in their learning and development.

Children behave in ways that are safe and show care of their environment. They take off their shoes to keep the cushions and sponge matting in good condition. They recall the club's rules and remember the boundaries staff impose, such as not going onto carpeted areas that lead off the main hall. They negotiate well as they develop rules for new games and take on each other's ideas. Children always ask staff when they need to leave the room and staff accompany them, ensuring they are safely supervised at all times. Hygiene routines are well established and promote children's good health. Each session includes time for energetic play, either in the main hall or outside. Children have healthy drinks and snacks, such as toast and fruit. Some bring their favourite spreads from home, which further develops their sense of belonging.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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