

KOOSA Breakfast & After School Club

Inspection report for early years provision

Unique reference number EY429928
Inspection date 15/12/2011
Inspector Hazel Farrant

Setting address Tweseldown Infant School, Tweseldown Road, Church
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Type of setting Childcare - Non-Domestic

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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).

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.

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Description of the setting

KOOSA Kids Breakfast and After School Club at Tweseldown Infant School - Fleet was re-registered in 2011. It is owned by KOOSA Kids Ltd and runs from Tweseldown Infant School, Church Crookham, Fleet. The club uses two rooms in the newly built Children's Centre and has use of the infant and junior main halls. The club serves children primarily from Tweseldown Infant School and Crookham Junior School. Access to the setting is at street level and children have access to a secured play area and extensive playgrounds and fields. The club is open five days a week during term time only from 8am to 8.45am and 3.15pm to 6pm. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register cares for a maximum of 24 children at any one time. There are 57 children on roll who attend for varying sessions, of which seven are in the early years age range. The club supports children with learning difficulties and/or disabilities, and those who speak English as an additional language. Sufficient qualified staff works with the children. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have a good knowledge of each child, their interests and their learning needs. The partnerships with parents and local schools are strong and significant in making sure the needs of all children are well met. Children progress well, given their age, ability and starting points. Overall, children play in a safe environment and have some opportunities to be independent. Regular evaluation by senior management and staff makes sure that priorities for continuous improvements are maintained.

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 with specific regard to the low electric sockets
- support children's growing independence as they do things for themselves, such as encouraging children to pour their own drinks.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are regularly reviewed, carefully managed

and understood by all. Adults are competent and suitable to work with children and display a commitment to promoting their safety. All of the necessary checks are carried out on staff during the recruitment and selection process. Children's health, safety and well-being are maintained by the implementation of policies and procedures that all staff understand. Risk assessments on the premises, promote safety in the areas that are used by the group and is continually monitored and reviewed. However, not all low electric sockets within the play area have been made safe or inaccessible to children. Fire drills are practised and discussed regularly, which helps children to understand what to do in an emergency. All of the required records and documentation to promote children's learning and welfare are in place.

Staff actively promote equality and diversity in their practice so that all children are learning about varying cultures. A well planned environment includes a good range of resources that are deployed carefully to ensure that all children have continuous free access to them. The motivated staff work well with parents so that children's individual needs are well met. Parent's and children provide positive feedback and are complimentary about the club. Continuity of care for the children is further enhanced as links with other provisions children attend are well established. For example, staff have regular discussions with the teaching staff of the host school. In addition to this, documentation is also completed to aid the transition for children from school to the breakfast and afterschool club.

The staff have a secure knowledge of the Early Years Foundation Stage framework. Given the short time period of time the club has been operating, there are good systems for observing and assessing children's development. Most of the staff have an appropriate qualification and they all attend regular relevant training courses. This good practice as well as a detailed evaluation process ensures the continuous improvement of the club.

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

Children are happy and well settled in the welcoming environment. Staff are enthusiastic and provide encouragement and support to the children. This enables them to feel safe and secure and form trusting relationships. Children are keen to attend and from the moment they arrive, they are eager to explore and take part in the exciting and fun activities that have been well planned. Children work well independently using their own initiative and develop skills working alongside their peers. For example, children build a tower of domino blocks as high as they can before it falls down. They negotiate with each other the best way to make the tower, using skills of problem solving to develop their plan. Children are learning as they play and have fun, they are eager and enthusiastic to take part in new activities, whilst still maintaining familiar routines.

Adults work well to ensure an efficient environment is maintained for the children. This ensures all children are able to participate in activities, and as a result, they

are well behaved and make good progress in their development. Children show high levels of imagination and concentration as they freely express themselves, through a wide range of materials including clay, dough, chalk, pens and pencils. Regular planned topics promote children's knowledge and understanding of the local environment and the world around them with success. Children develop a positive attitude towards diversity and access a range of multi-cultural toys and equipment.

Children demonstrate a sense of security within the setting. They show a good understanding of the standards of behaviour that are expected and apply these in order to keep themselves and others safe. Children are confident and express their thoughts freely. They enjoy chatting about various topics whilst creating their works of art, and converse freely about the level they have reached whilst playing their favourite game. Playing games produces plenty of laughter and smiles as children run around and take part willingly. Counting activities and playing with electronic games promotes children's problem solving and reasoning. Collectively, these positive early experiences help children develop the skills they need to achieve future success.

All children show a good understanding of the importance of following personal hygiene routines and healthy eating. Children have regular opportunities to engage in a wide range of physical activities, both indoors and out and consequently gain a secure knowledge of how regular exercise impacts on maintaining a healthy life style. All children are provided with healthy snacks which includes toast and a variety of fresh and dried fruit. Staff prepare snacks and pour drinks ready for the children. As a result, children's independence skills are not fully promoted during everyday routines.

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

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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

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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