

KOOSA Kids Holiday Club at Bohunt School, Liphook

Inspection report for early years provision

Unique reference number	EY334035
Inspection date	26/07/2012
Inspector	Lisa Cupples
Setting address	Bohunt Community School, Longmoor Road, Liphook, Hampshire, GU30 7NY
Telephone number	0845 094 2322
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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 Holiday Club at Bohunt School, Liphook opened in 2006. It operates from six rooms and extensive outdoor areas in the village of Liphook, near Petersfield, Hampshire. The provision serves the local area and surrounding villages. Children attend for a variety of sessions. The group opens five days a week during school holiday. Sessions are from 8.15am until 6.00pm.

KOOSA Kids Holiday Club at Bohunt School is registered to provide care for 60 children aged under eight years. Of these, all 60 children may be in the early years age group and none may be under four years at any one time. On roll, there are currently 64 children in the early years age group and 251 older children. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Over half the staff working directly with children have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are extremely happy and settled during their time at the club. They participate fully in an extensive range of activities designed to promote their learning and development significantly in all areas through play. Daily routines are organised highly effectively overall. The engagement of parents is rigorous when sharing information, which ensures that children's specific needs are superbly met. All the required documentation is in place and maintained meticulously; self-evaluation is accurate and the management team demonstrate a high commitment to ambitious improvement. They have clear and achievable plans, involving the staff, children and parents to effectively support the settings continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthening routines further to minimise the activity change over times to enable children to be fully engaged in their interests.

The effectiveness of leadership and management of the early years provision

Children are robustly safeguarded at this setting as extensive procedures for recruitment and selection ensure that the adults have the relevant experience and

training to care for the children. Comprehensive induction programmes and ongoing training ensures that staff are fully conversant with the detailed policies and procedures in place for identifying and reporting child protection concerns. In particular, staff at all levels are extremely clear that they have a responsibility to report concerns. They understand fully what to do if an allegation is made to them against a colleague or senior member of staff. All children enjoy an extremely safe and secure play and learning environment because the vigilant staff team carry out detailed written risk assessments and daily checks. Staff implement safety procedures with vigour and consistency. For example, they insist that visitors report to the main entrance, that proof of identity is made available and the visitors book is completed to ensure an accurate record of everyone coming into contact with the children is maintained.

The setting has addressed all recommendations from the previous inspection. For example, all children now have access to fresh drinking water at all times and half of all staff working directly with the children are qualified to do so. The setting demonstrates a very strong commitment to improvement. Comprehensive self-evaluation systems identify areas for improvement and are acted on as soon as possible. For example, ongoing training for staff was hindered by the inconsistent availability of assessors. As a result, the management team were proactive and by working in partnership with local learning establishments, they have trained their own assessors, ensuring ongoing training opportunities for all staff. Consequently, the management is able to demonstrate a commitment to providing high quality care for children. The staff team work extremely well together and planned activities and events are exceptionally well organised, although at times, the change over periods between activities are not always well organised to enable children to be fully engaged in their interests.

The use of the space available is very effectively determined, with base areas for differing types of activity and play. These allow the children a vast array of choices and opportunities to be vigorous or calm, as meets their personal preferences at that time. All children are able to participate fully in every activity. Children learn about the wider world through theme weeks and also explore their local surroundings with activities, such as treasure hunts in the extensive school grounds. The engagement of parents is highly effective, with the use of the organisation's website, information brochures, access to policies and procedures and detailed display and information boards. Staff seek detailed information about children who are attending for the first time to enable their unique needs to be planned for and met. For those children who attend on a regular basis, a system for updating information about their changing needs is implemented successfully.

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

The effectiveness of the learning programme centres on the children's involvement in the choices about what they want to do and activities they wish to participate in. Children say 'we love coming to Koosa, because we can choose what we like and there are always loads of things to do'. At the start of the club, rules about

behaviour and codes of conduct are established and children are invited to share ideas and make suggestions about activities and games. The staff have an excellent understanding of how to organise the resources and environment to allow children to participate in free play and take part in more organised and structured activities, such as 'soak the coach and silly sprints'. Children say 'I have lots of fun and the grown-ups are very funny, they make me laugh a lot'.

All staff have an exceptionally good understanding of the Early Years Foundation Stage framework and organise the days to ensure all six areas of learning are promoted effectively through play. Children extend their imaginations well during role play, using miniature world resources and construction toys. Staff extend the children's experiences by actively listening to them and incorporating their ideas into the activities. For example, children share their experiences of holding the Olympic torch when it was brought to their village. The conversation developed and children enjoyed making a model of the Olympic rings with small construction blocks. All children have access to quiet activities, such as mark-making, arts and crafts. The book corner is available at any time if they choose not to participate in more active activities. Children's physical skills are developing very well as they ride go-karts, play ball games to develop their hand to eye coordination and take part in racing games. They count at every opportunity as they work out how many hoops their team will need and how many children are in their age groups.

All children talk about the safety rules with staff at the start of each day to remind them of how to keep themselves safe. They learn about sun safety and stranger danger through activities, discussion and daily routines. For example, children know they must wear their sun hats in warm weather and staff ensure the children are not in the direct sunlight for long periods of time. Children are actively encouraged to drink lots of water to keep them hydrated and children talk about the importance of drinking water, 'especially when it is hot'. Children are able to explain exactly what happens during a fire drill, demonstrating a clear understanding of the evacuation procedures that they practise regularly with staff. All children understand the safety rules of the group and individual activities. For example, children bring trainers or closed-in shoes on the days the go-karts are available because they know it is dangerous to wear open shoes. In addition, small red safety cones are placed around the setting to visualise potential risks for the children. For example, when these are placed around entrances to the hard courts, children know they can not pass them without a member of staff.

All children enjoy an extensive range of physical activities, experiences and games during their time at the club. Children know that exercise is good for them and recognise changes to their own bodies. For example, children can identify when they are getting hot and need a drink and talk about their hearts beating faster because they have been running around. Children demonstrate an exceptionally good understanding of personal hygiene routines and wash their hands independently after outside play and before snack and meals. Younger children talk about 'washing away the germs'. Children behave exceptionally well during their time at the setting because they know exactly what is expected of them. Staff implement very clear rules and boundaries consistently and have high expectations. Children follow the simple rules and understand all the safety rules within the group. Children show consideration to others, listening as they share

their ideas, passing resources to each other and sharing well. Staff are very positive role models for the children and are responsive to the children's individual needs. The use of good manners and politeness is actively encouraged at all times, developing the children's social skills effectively. Consequently, all children have a very positive attitude towards participating and they all have great fun at the setting.

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

The quality of the provision in the Early Years Foundation Stage	1
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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