

# Koosa Kids After School Club At Kingfield Primary School, Woking

Kingfield School, Kingfield Road, Woking GU22 9EQ



<b>Inspection date</b>	25 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### The provision is good

- Staff work closely with parents and the host school to ensure that there is a cohesive approach to supporting children's care and learning.
- The club has an effective key-person system. Even though the youngest children are new to the club, they settle quickly and form secure emotional bonds with the kind and caring staff.
- Staff are good role models and interact positively with children. They readily join in with activities and engage well with children which helps to motivate them to learn through play.
- The management team works closely with the staff to identify what the club is doing well and areas for improvement. They gain the views of parents and children as part of the process.

### It is not yet outstanding because:

- Staff do not always fully support children's independence. For example, staff do not encourage children to manage some tasks for themselves, such as writing their own name and helping to prepare or serve their own food and drink.

## **What the setting needs to do to improve further**

### **To further improve the quality of the early years provision the provider should:**

- consistently help children to build their independence skills even further.

### **Inspection activities**

- The inspector took account of the verbal views of parents on the day of the inspection.
- The inspector viewed areas of the premises used by the children. She observed the quality of interactions during activities.
- The inspector completed a joint observation with a member of the management team.
- The inspector engaged in discussions with the staff and children throughout the inspection, at appropriate times. She discussed the club's self-evaluation and the impact this has on the club.
- The inspector viewed documentation, such as first-aid certificates, public liability insurance, policies and procedures and the suitability checks of staff.

### **Inspector**

Hazel Farrant

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are well trained in child protection procedures. They clearly know the signs and symptoms of abuse and the procedures to follow if they have any concerns about a child's welfare. The supportive management team ensures all staff working with children regularly access training on all aspects of keeping children safe from harm. Staff supervise children closely throughout the session indoors and out, and the premises are suitable and secure. Robust recruitment and regular supervision helps to keep children safe. Staff ensure they gather all they need to know about each child so that they can successfully meet their individual needs well.

### Quality of teaching, learning and assessment is good

Staff work very closely with the host school. Consequently, children's activities at the club help to complement and support their future learning. Parent's comment that their children enjoy their time at the club and know that they are happy. Children are confident in their environment; the club is welcoming and plentiful resources are readily available. Children particularly enjoy playing imaginatively in the role play area, taking turns to be the hairdresser and client. They play board games where they use skills of counting and take turns cooperatively, showing good social skills. Children play energetically in the outside play area. They confidently use large scale play equipment where they climb and balance. Staff provide close supervision and talk to the children about how to safely use the apparatus. Children develop good hand-to-eye coordination when playing team games, such as basketball and cricket.

### Personal development, behaviour and welfare are good

The club offers a welcoming environment. Snack time is a social occasion where children happily enjoy talking with their friends and staff members. Children eat healthy foods and learn about what is good to eat through taking part in craft activities. For example, children carefully use scissors to cut out pictures of food they consider to be healthy. They then arrange them on a paper plate and talk about the foods they have chosen. Children behave very well and staff consistently apply behaviour strategies which have been devised in collaboration with the children. As a result, children are respectful of each other, kind and considerate.

## Setting details

<b>Unique reference number</b>	EY538544
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10076848
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	KOOSA Kids Limited
<b>Registered person unique reference number</b>	RP900842
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0845 094 2322

KOOSA Kids After School at Kingfield Primary School, Woking registered in 2016. The after-school club runs until 6pm, during school term time only. There are currently two members of staff and of these, one holds a relevant early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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