

KOOSA Kids Holiday and After School Club at Birch Hill School, Bracknell



Birch Hill Primary School, Lepington, BRACKNELL, Berkshire RG12 7WW

Inspection date	11 July 2019
Previous inspection date	30 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is good

- Staff use the indoor and outdoor areas extremely well to provide a wide range of inviting experiences, to support children's interests. Children show high levels of engagement and they build effectively on existing skills that they are learning at school, to support their future learning.
- Partnership working is very strong. Links with the host primary school, parents and other external professionals are rooted in trust and respect. Parents are kept fully informed of their children's time at the club and receive regular newsletters.
- Children are always busy and happy. They thoroughly enjoy the experiences on offer. They especially enjoy the opportunities for prolonged outdoor play in the good weather.
- Children's behaviour is very good. They show care and concern for others and are kind, welcoming and polite.
- Children develop a good understanding of healthy lifestyles. They follow good hygiene routines and are provided with healthy, nutritious snacks and independent access to drinking water. However, on occasion, some staff complete some simple tasks that children could complete for their selves.
- Although supervisions are in place for monitoring staff practice and identifying staff training, the provider has not fully embedded systems to help raise the overall quality of practice to an outstanding level.

What the setting needs to do to improve further

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

- embed systems to monitor staff practice to strengthen and drive forward the overall quality and develop staffs understanding of their targets for improvement
- develop further opportunities for children to complete simple tasks for their selves.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors.
- The inspector talked with parents and listened to their views about the club and their children's well-being.
- The inspector discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the director and the staff.
- The inspector discussed how staff training is helping to establish and improve practice at the club with the director and the staff.

Inspector
Chris Lamey

Inspection findings

Effectiveness of leadership and management is good

The provider implements rigorous recruitment and vetting procedures to ensure staff are safe and remain suitable to work with children. Safeguarding is effective. The supervisor and staff have a secure understanding of child protection issues and know the procedures to follow should they have any concerns about a child's welfare. They know the referral procedure well and understand the steps to take should they become concerned about the professional conduct of a colleague. Robust risk assessments are in place and all areas of the club are safe and secure. Staff attend mandatory training and keep up to date with changes in legislation and policy. Children attend regularly. There are good arrangements for monitoring children's attendance with the host school and parents. Staff acquire information through discussions with parents about children's backgrounds, interests and attainments to support their understanding of children's needs. Staff act on informative handover discussions with teachers at the end of the day to offer continuity in children's care.

Quality of teaching, learning and assessment is outstanding

Extremely well-planned activities and games provide excellent opportunities for children to follow instructions, listen and communicate, while at the same time develop confidence and physical skills. Staff provide a very well-organised environment where children have fun and play freely. Staff make the best use of the spaces available. For example, cosy areas are furnished with cushions and a variety of books are available. Children use these areas to rest or read quietly. Children of all ages play cooperatively together. They independently draw hopscotch grids with chalks and work together to write the numbers and decide on the rules. They thoroughly enjoy the experiences on offer. Staff interact with children extremely well making learning great fun. For example, staff and children jump from tyre to tyre, developing fabulous balancing skills. Children eagerly join in with fun and creative activities. For instance, children make 'pop-up hands' using rubber gloves and paper cups. Children write numbers on the fingers and write instructions for others to follow. Staff ensure that activities are very well planned and adapted for children of differing ages and abilities.

Personal development, behaviour and welfare are good

Children are happy and settle well within the friendly environment. They develop strong friendships with other children and secure attachments with familiar adults. Children move around confidently and engage in different activities. Staff show a genuine interest in what the children say and do and show that they respect children's views. Care practices across the club are good. Staff place high priority in meeting children's physical and emotional well-being. They spend time getting to know children and their families during the settling-in period and gather information from previous and current settings, including the host school nursery. Children learn about the world around them and develop an understanding of different cultural festivals celebrated. Children are very thoughtful and respectful. They make up games together and encourage others to take care as they play football near the children as they sit on the ground drawing with chunky chalks.

Setting details

Unique reference number	EY350434
Local authority	Bracknell Forest
Inspection number	10108652
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	80
Number of children on roll	147
Name of registered person	KOOSA Kids Limited
Registered person unique reference number	RP900842
Date of previous inspection	30 March 2015
Telephone number	0845 094 2322

KOOSA Kids at Birch Hill Primary School registered as a holiday playscheme and out-of-school club in 2007. It is located in Birch Hill Primary School, Bracknell, Berkshire. The holiday scheme operates from 8.15am until 6pm. The after-school club runs from school finishing time to 6pm. Currently, 22 staff are employed and of these, three core staff work full time with the children. Two hold relevant childcare qualifications at level three.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

