

KOOSA Kids Holiday Club at Court Moor School, Fleet

Inspection report for early years provision

Unique reference number	EY337936
Inspection date	26/05/2009
Inspector	Julie Sackett
Setting address	Court Moor School, Spring Woods, Fleet, Hampshire, GU52 7RY
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

KOOSA Kids @ Court Moor School is a children's holiday activity scheme run by KOOSA Kids Ltd. It was registered as a holiday playscheme in 2006, and is located within Courtmoor School in Fleet, Hampshire. Facilities for the children include four classrooms, a hall and refectory, two dance studios, a large sports hall and playing field. The provision is registered for 96 children aged four to seven years. However, they also accept children aged eight to 13 years. There are currently around 384 children on roll, including children with learning difficulties and disabilities, and of whom 118 are in the Early Years age group. Around 50 children attend daily. Children are organised into age-groups for various activities. They come together for break times. The provision is open from Monday to Friday during every school holiday throughout the year. It attracts children from a wide geographical area. The scheme offers an 'extension zone' for parents who require childcare from 08.15 to 18.00, and a standard activity day from 10.00 to 16.00. The children bring their own packed lunches when staying a full day. The number of staff working with children varies depending on the number of children present. Ratios of one adult to eight children are maintained. The site leader has attained qualified teacher status and NVQ Level 3 in playwork. The setting receives support from the local authority. KOOSA Kids @ Court Moor School is registered on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register.

Overall effectiveness of the early years provision

The overall effectiveness of the childcare provision is good. The setting successfully promotes children's learning and development. All staff work well as a team and provide a happy and caring environment in which children are regarded and treated as individuals. Activities are matched well to the needs and interests of the children and as a result they enjoy their time in the club. The learning and development of all children, including those with learning difficulties and disabilities, is good because the ethos of the playscheme is strongly inclusive and staff liaise well with parents to ensure an appropriate and consistent approach. Self evaluation procedures are good with clear evidence that initiatives have had a positive impact on children's learning and development. Leaders are strongly committed to the on-going development of the quality of the provision. This coupled with the good progress in implementing recommendations from the last inspection, means that capacity to improve is good.

What steps need to be taken to improve provision further?

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

- develop the staff's knowledge and understanding of the Early Years Foundation Stage to ensure that experiences are planned according to each child's age and stage of development
- continue to record observations of each child's achievements and extend to

include 'next steps' for learning to ensure that activities are matched to each child's age and stage of development

The leadership and management of the early years provision

The good leadership and management of this setting is characterised by the enthusiasm of all staff, and leadership's strong commitment to the adoption of the Early Years Foundation Stage curriculum. Some staff have attended Early Years Foundation Stage training and the Site Manager has attained Qualified Teacher Status. This has already begun to have a positive effect on the children's experiences and progress. There are increased opportunities for children to make choices and develop their independence. However, the operations manager has rightly identified the need for all staff to complete the training to ensure their knowledge and understanding of the Early Years Foundation Stage curriculum. Success in addressing the recommendations identified in the previous report and the accurate identification of development priorities indicates that the setting is well placed to make continuous improvement.

Procedures for day-to-day management are strong and, as a result, the setting runs very smoothly. Self evaluation procedures are good with clear evidence that initiatives have had a positive impact on children's learning and development. The recent initiative to increase opportunities for child-initiated activities has been particularly successful. As a result, children's independence skills are good and levels of engagement are high.

Systems for ensuring the children are safeguarded are extremely robust and thorough. All risks have been assessed and the setting is safe and secure. All appropriate policies, records and procedures are in place, rigorously maintained and are used extremely well to promote children's welfare. Safeguarding checks are rigorous and up-to-date.

The quality and standards of the early years provision

Staff have successfully established a calm and purposeful environment in which children are happy and confident. Indeed, the sight of children smiling is a particular feature of the setting and reflects high levels of enjoyment. Children feel extremely safe because they trust staff and all areas are secure. Behaviour is excellent because staff have exceptionally high expectations and provide high quality role models. Relationships are excellent. Children's awareness of how to lead a healthy lifestyle is supported extremely well because participation levels in physical activities and enjoyment are high.

The children appreciate the increased opportunities for them to choose activities and their growing independence contributes well to their future economic well-being. Activities such as the 'challenge zone' support the development of social and physical skills very well. They are sensitively modified to ensure that all children can participate and make good progress. The children's contribution to the community is outstanding because of the strong caring ethos established by the

staff and the emphasis on developing teamwork. An example of this is evident in the way the older children take on the role of 'team coach' by sensitively and enthusiastically supporting and praising the younger children during team games.

The setting has made good progress in addressing the recommendations from the previous inspection. Curriculum planning is good with activities carefully planned to meet the needs of all groups of children, with particular attention paid to ensuring that there are more challenging activities available for the older and more able children. The setting has been successful in incorporating aspects of the Early Years Foundation Stage curriculum into the planning, with a particular focus on the balance between child-initiated and adult led activities to enhance children's independence and enjoyment.

The playscheme encourages two-way communications between parents and staff and this is beginning to impact on the quality of children's experiences whilst in the setting, especially for those children with learning difficulties and disabilities. The setting's ethos is strongly inclusive and all activities are closely matched to children's individual needs. This approach, along with the positive and enthusiastic attitude of all staff, ensures that all children, including those with learning difficulties and disabilities, are fully involved throughout.

Assessments of the children by key persons are based on regular observations. These rightly focus on identifying children's achievements within activities and demonstrate the children's good progress in their learning. However, whilst staff are sensitive to individual needs, the more specific identification of 'next steps' in children's learning and development will help children to make even better progress.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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