

Koosa Kids Holiday Club, Ascot, Berkshire

Inspection report for early years provision

Unique reference number	EY377491
Inspection date	28/05/2009
Inspector	Martyn Richards
Setting address	Ascot Heath Junior School, Rhododendron Walk, ASCOT, Berkshire, SL5 8PN
Telephone number	01344 883353
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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 Holiday Club at Ascot Heath Junior School registered under the management of Koosa Kids Ltd in 2008. The play-scheme operates from Ascot Heath Junior School and is based in three classrooms and hall, with access to varied outside areas. In total there are 215 children on roll, 76 of whom are in the early years age group. At any one time, the club is able to care for up to 60 children between the ages of four and eight years. Of these no more than 32 may be in the early years age group. Older children also attend the play-scheme. Children attend for a variety of sessions, and the group opens five days a week during school holidays. Sessions are from 08.15 to 18.00, with shorter days available if required. Children bring their own packed lunches to the play-scheme. A team of eight staff work with the children, depending on the number present. They already have, or are working towards, relevant childcare qualifications. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Energetic, well-informed and meticulous leadership underpins the excellent relationships and ethos which characterise this outstanding play-scheme. Although the club has been registered for less than a year, managers and staff have already established rigorous welfare arrangements. Recent national requirements to promote children's learning and development have already been thoroughly implemented. As a result, children feel confident, successful and safe, and their enjoyable club activities make a very positive contribution to their learning. One child understandably commented, 'I'd be here all the time if I could'.

What steps need to be taken to improve provision further?

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

- improve range and display of books available to children, presenting positive images of cultural diversity

The leadership and management of the early years provision

Security and child safety receive the highest priority. Staff are carefully selected, well qualified, and benefit from a well-planned induction programme. Accommodation is secure, and equipment and space thoughtfully and safely used. Arrangements for registering children at the start and close of the day, and for ensuring there is no unauthorised entry to the premises are thorough. There are clear and effective policies and procedures for identifying potential risks in the setting, for dealing with a range of emergencies and for liaising with parents. Pre-

entry information from parents provides important details about individual children, and any particular needs they have. Children themselves contribute to this information pack. Nominated staff have oversight of issues relating to child protection and to provision for those with special needs. The club is welcoming and inclusive. Older and younger children get on well together, and the club's activities are equally available to them all. Parents are welcome to see the work children have been doing, and to discuss any concerns with the key worker allocated to each child. They also complete an end-of-session evaluation. Everything possible is done to ensure staff and parents share an understanding of how the club operates, and how they can help their children.

Managers are well-informed about recent national initiatives to improve provision for children in the early years group, and began planning their implementation before the setting was opened. They and their staff meet regularly to evaluate the strengths and weaknesses of the setting, to plan improvements and to set up necessary additional staff training within the setting, within the Koosa Kids organisation, or externally. Recently for example, staff have explored ways in which their informal chats with children during their play can help them see new possibilities or develop new enthusiasms.

The achievements of the club in a short time, and its disciplined approach to evaluating its own effectiveness mean its capacity to continue improving is outstanding.

The quality and standards of the early years provision

Staff provide an excellent and varied programme of play activity which meets the needs of individual children.

Planning is an outstanding strength of the setting. Daily activity plans are drawn up, and differentiated, for each age band of children in the club. This means the specific opportunities planned for the youngest children are excellently matched to their needs and interests – in running games, and drawing for example. While some activities are planned for all age groups, they are timetabled separately so the more vigorous games of older children do not interfere with those of the younger ones. Over time the play-scheme aims to provide opportunities for children to, 'imagine and perform, to design and create and to explore and learn' as well as physical and sporting activity. Art, role-play, modelling, and table games feature regularly in the programme. There is also a weekly theme, such as "World Costume" – a dressing-up competition. These themes are then reflected in some of the games and activities planned for the week. Plans also indicate how each activity contributes to the key areas of learning and development of the early years group. This promotes children's achievement especially in language, and social skills such as independence and teamwork. The setting has recently brought in some additional tabletop games specifically to reinforce language and numeracy skills.

Activity plans show an excellent balance between indoor and outdoor activity, and between activities initiated by adults and those chosen by children themselves.

Children enjoy the full range of activities, playing enthusiastically and safely. Staff make notes of individual children's responses to an activity, and this helps them adjust activities where necessary. Over time such observations give a valuable picture of aspects of each child's development. Staff also evaluate play sessions with a view to future improvement.

The club provides access to a good range of equipment and materials for the children. These are kept in good condition and safely stored. There are comfortable floor cushions for children who want to rest or curl up with a book. The range of books is limited both in number and in content, with few presenting a convincing image of diversity of race or gender. There is little book display to entice children to use them.

Snack times are quiet and relaxed. Children are encouraged to wash before eating, and there is free access to drinking water to hand. Conversations with adults during the day remind children of the importance of good diet, exercise and hygiene practices.

Children and parents appreciate the outstanding provision this play-scheme makes.

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?	1
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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