

Koosa Kids Holiday and After School Club

Inspection report for early years provision

Unique reference number	EY390476
Inspection date	26/08/2009
Inspector	Aileen Ewins
Setting address	Meadow Vale Cp School, Moordale Avenue, BRACKNELL, Berkshire, RG42 1SY
Telephone number	01344421046
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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

The holiday play scheme and after school club were registered in 2009. They are part of a national group which has been running after school and holiday club play schemes for five years. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The after school club operates from the Community room (The Acorn Centre) set within the grounds of the school. They are registered to care for up to 32 children from four to eight years of age, of which 32 may children may be in the early years age group. They operate term time from 15:00 until 18:00. Currently there are 20 children on roll, of which two children are in the early years age group.

The holiday play scheme operates from the school hall and dining area plus the two year one classrooms and The Acorn Centre. They are registered for 64 children from four to eight years of age, of which 64 children may be in the early years age group. The club operates during school holidays and half term holidays from 08:15 to 18:00. Older children may also attend the setting. Currently there are 60 children on roll, of which 15 children are in the early years age group.

All parts of the building are accessible and the large outdoor space is available for play. When staying for the holiday play-scheme children bring their own packed lunches. There is a team of staff working with the children throughout the holiday club opening times, who have relevant play-work and childcare qualifications. Of the four regular staff as from September 2009 within the after school club, there will be two staff with appropriate childcare qualifications; and the two remaining staff are working towards their childcare qualification. The holiday club and after school club support children with particular needs and difficulties and children for whom English is a second language. The Acorn Centre is able to support wheelchair access. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The policies and procedures in place are cohesive and are acted upon securely by confident and professional staff, in order to promote a safe, happy and inclusive environment for the children who attend. Through purposeful activities and a strong staff understanding of the Early Years Foundation Stage (EYFS) framework children flourish in their achievement and learning; and develop confidence and self esteem. The club are fully aware to evaluate their provision of care. They seek the views of the children who attend, the school and parents whilst considering their strengths and are proactive in striving for 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:

- continue to support the staff development currently in place, through ongoing training to ensure that regular staff have appropriate childcare qualifications, knowledge and understanding in order to support children's enjoyment and achievement

The leadership and management of the early years provision

Policies and procedures relating to both the holiday club and the after school provision are acted upon meticulously by the staff caring for the children. The policies are précised for parents and therefore, they are aware of the procedures which keep their children safe and well. Comprehensive systems are followed when staff are recruited. Staff development is encouraged through ongoing training. Regular meetings are held and staff complete a through induction programme. Children are safeguarded well. Risk assessments are reviewed at the start of each school year, any incidents are documented and acted upon appropriately. Daily checks are systematically carried out. Staff are aware of how to safeguard the children they care for and confidently understand the procedures in place should they have a concern about any particular child. Likewise, staff are fully aware of how to protect themselves from false allegations. Children's personal information is stored securely and confidentially. All information is detailed appropriately. Registers detail children's daily attendance, accidents and medical procedures are thorough and consistent. The club displays its certificate of registration as required and provides information to parents with regard to Ofsted as the regulator.

Staff are enthusiastic and confident. They understand the needs of the individual children well. The mix of age groups is successful; with older children supporting the younger. As the club numbers grow however, children will be split into age groups during the holiday club opening periods. All children are offered the same activities but these are adapted according to children's understanding and development. Children are happy and settled. They have a warm relationship with one another and the staff who care for them.

In evaluating their provision the holiday and after school club have considered the thoughts and feelings of the children who attend; and have sought their opinion for continuous improvement. For example, children have been consulted about team games, resources and general activities. During the holiday club the team complete weekly evaluations on all activities. Through their continual self evaluation processes the holiday and after school club is able to motivate both staff and children. They have recognised the strengths of working with established procedures in place as part of a national provider; and in adapting their practice to suit the current framework and making successful links with other providers in order to complement children's learning and development. They also highlight that children are happy and benefit from the pool of dedicated, enthusiastic staff who provide a purposeful and wide ranging programme. In highlighting areas for future improvement, the club recognises the need for continuing to support staff training and to ensure that all permanent staff have appropriate childcare qualifications.

Excellent communication is in place with the holiday and after school club, the head of school, teaching and support staff, the caretaker and parents. The manager and staff of the club attend parent meetings and give a presentation about the care they provide. Parents are provided with information about both clubs through the school, through newsletters and are also invited to give their feedback through questionnaires. White boards detail daily activities which children have taken part in.

The quality and standards of the early years provision

The holiday club operates each main school holiday and half term and provides both free play and structured activities throughout the day. All of these activities and games promote children's problem solving, curiosity, independence and confidence, as well as promoting physical well-being. Staff members explain the rules of the games and activities to children. All activities are linked to the six areas of learning within the EYFS framework and therefore, complement children's learning and development with other providers. The after school provision is less structured and promotes child initiated play with one set activity or game each session. The club is extensively supported by the school and operates from a purpose and newly built unit. Children also have access to the school fields, play areas and Astroturf area. Committed and proactive staff have set into place procedures which fully support and complement the learning and development of children through all six areas of learning, as they progress towards the early learning goals. Staff attend school parent/teacher evenings. A portfolio is in place for each early years child detailing evidence of linking games and activities to the EYFS and children's next steps. All children are allocated a key person who liaises with parents and the school. Children's initial starting points are recorded along with vital home, school and club information gathered. Transition reports provide further support. A daily report form is completed between home, school and the club.

Children attending the club enjoy an excellent range of activities which include popular large board games, art and craft, indoor football and skittles, parachute games, the A to Z nature hunt, track and trace outdoors and group activities such as the ever popular Octopus Game. Children enthusiastically and confidently take part in the talent show, supporting one another, cheering and giving encouragement as children take turns to sing, tell jokes, do magic tricks, dance or show off ball skills. Overall; and above all else children have fun. They are happy and settled, mix well with one another and respond to those who look after them.

Children are encouraged to consider their own hygiene. They learn about healthy routines through the healthy lifestyles weekly theme. Children understand the rules of the club, which in turn enhances their own understanding of keeping themselves safe. For example they know not to go past any area designated a red cone. They are attentive when staff recap the rules, such as staying in sight, listen and be nice and leave all own possessions in bags for example. Children are fully aware of the fire drill procedures which they recall each session. Children behave well. They are provided with a wide range of resources and activities which provide a strong mix of adult led and child initiated play.

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?	1
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?	1
How well are children safeguarded?	2

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?	1
How well are children helped to enjoy and achieve?	1
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?	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