

KOOSA Kids Hoilday and After School Club at Manorcroft Primary School, Egham

Inspection report for early years provision

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Inspection date	02/06/2010
Inspector	Lynne Elizabeth Lewington
Setting address	Manorcroft Primary School, Manorcrofts Road, EGHAM, Surrey, TW20 9LX
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

KOOSA Kids After School and Holiday Club was registered in 2010. It is one of several after school and holiday clubs operated by an individual proprietor and operates from Manorcroft Primary School in Egham, Surrey. The premises comprises of a main play base room, with additional use of the school hall and a classroom during school holidays. There is a secure outdoor area for outdoor play. There is level access to the premises and bathroom facilities are accessible on the ground floor.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 32 children aged from four to under eight years, in the after school club and 64 children 40 of whom can be in the early years age range, in the holiday club. Care is also provided for children aged over eight to 11 years. The setting operates after school sessions from the end of school to 6.00pm Monday to Friday during school term times, and from 8.15 am to 6.00pm Monday to Friday, during school holidays. Currently there are 25 children in the early years age range on roll in the holiday club and 11 children in the early years age range on roll in the after school club. A suitably qualified and experienced manager and a team of staff are employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the busy structured environment of the setting, participating in the many planned team games and activities and also making choices in the free play sessions. Good care is taken to ensure the children's individual needs are fully understood and met appropriately through good communication with parents and others involved in their care and education. The management and staff's enthusiasm for the service they provide is clearly evident and indicates they will continue to develop a high quality service for young children.

What steps need to be taken to improve provision further?

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

- improve children's access to drinking water at all times and particularly when playing energetic outside games
- increase opportunities for children to make independent choices in their play.

The effectiveness of leadership and management of the early years provision

Excellent care is taken to safeguard children. Clear comprehensive policies ensure the staff and parents are fully aware of the role taken by the setting in

safeguarding children. Children learn sensible rules and are reminded gently throughout the day of how they can help to keep themselves safe. Positive security measures are taken including unique security codes for the collection of children. Appropriate references and checks are undertaken for all staff ensuring they are suitable people to be working with young children.

The attractive school setting provides a very pleasant environment for the children's activities. They use the space available to them very well, undertaking different activities in the different rooms and making good use of the extensive playing field, benches and shady trees in the outdoor environment. Good quality toys, games, books, creative materials and sports equipment are easily available. The planned team games and activities have been analysed by the team to identify the areas of learning they help to encourage, ensuring the children continue to learn and develop as they play.

The policies and procedures for employment and admissions indicate good care is taken to promote equality and diversity. The information obtained from parents and others involved in the children's care helps to ensure their individual needs are fully understood met.

Excellent relationships develop with the school as they are invited to share information about the child's interests and development. The management appreciate and welcome the advice and assistance of the local authority in developing the high level of service they offer. The information for parents is very clear and easily accessible enabling them to fully understand how the service works. Staff greet them warmly as they arrive with their children. An informative notice board ensures parents know who is working and what activities are offered in addition to insurance, registration and Early Years Foundation Stage information.

Appropriate systems are in place to self evaluate the service offered, this involves seeking opinions of staff, children and the families using the service. They use this information to develop the service and make improvements. In discussion, the strengths of the setting are clearly identified as the good quality staff team, and priorities for development include the provision of role play equipment. Steps are being taken to develop this area of the service. The management welcome the feedback from users of the service and inspections indicating their enthusiasm to continue to progress and develop a high quality service.

The strong and enthusiastic leadership and management is clearly evident throughout the service provided. Attention is paid to every aspect of the service ensuring it meets the requirements of registration and staff have appropriate qualifications for their role. All the required documentation is easily accessible and well maintained in a clear format ensuring staff and users of the service have appropriate information.

The quality and standards of the early years provision and outcomes for children

Children demonstrate a high level of awareness of safety and of how to keep themselves safe. They understand the simple rules and why they are in place. For example they know they need to listen and to stay with the group and not wander off. The fire drill is discussed each day and a low level poster created by children depicts what they need to do if they hear the fire whistle. They also practice the fire drill ensuring the staff and children can quickly and safely evacuate the building. They discuss the rules for energetic physical games helping them to think of safe behaviours.

Children develop an awareness of safe healthy behaviours in the sun as they are encouraged to wear sun hats and put on sun cream before they go out to play. Information to parents encourages parents to provide healthy snacks and meals for their children throughout the day. The children have planned snack/drink and meal breaks, however they do not always have easy access to drinks of water particularly when playing outside on hot days. They are not encouraged to drink regularly to prevent dehydration.

Children behave very well, they relate extremely well to the enthusiastic and interested staff and show interest care and consideration for their playmates. The routine of the day helps them to feel safe, secure and confident as they know what is happening and when they will have opportunities to use their energy or do more restful activities. Children help to care for the toys and equipment as they pack away after their activities helping to promote sustainability.

Children clearly enjoy and achieve in this setting. Physical team games are planned for the children throughout the day and all the children are expected to participate. This provides them with good opportunities to develop their physical skills and also their abilities to cooperate and work as part of a team. However currently the children have little opportunity to make decisions about what they do or to influence the daily plan. The day is structured providing limited opportunities for free choice. All the activities the children undertake enable them to develop in each area of learning and develop skills for the future. The games and activities are set out for the children. They move between them as they wish undertaking activities on the floor. For example, the floor dominoes are used to build a large tower, the good quality books and comfortable flooring and cushions provide a place for quiet reading, sharing a story or quiet reflection. The construction bricks and train track provide opportunities for developing awareness of shape, position and size in addition to building and creating. Children have planned opportunities to paint and create their own pictures.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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