

KOOSA Kids Breakfast and After School Club at Bell Vue Infants, Aldershot

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

Belle Vue County Infant School, Belle Vue Road,
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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 Breakfast and After School Club registered in 2010 on the Early Years Register as well as the compulsory and voluntary part of the Childcare Register. The club operates from Belle Vue County Infant School in Aldershot, Hampshire. The club has use of the main hall and one classroom. The building is on one level and ramps and steps are used to access the building. Children also have use of the secure outside area. The provision is registered for up to 32 children in the early years age range, none of whom may be under four years. The club accepts children aged from four to 12 years old. Care is provided from 7.45am to 8.45am and 3.00pm to 6.00pm. There are currently 51 children on roll, 14 of whom are in the early years age range. Suitably qualified staff work at the club. The provision receives support from a mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very relaxed and thoroughly enjoy their time in the provision. They are making good progress in the Early Years Foundation Stage because staff have started to observe and record their development, and identify children's next stage of learning. The staff act as good role models and work very well as a team to support the children. They work extremely closely with parents and teachers of several different schools to ensure a consistent approach. Staff are supported by a very strong management team and together they are committed to the ongoing development of the quality of the provision.

What steps need to be taken to improve provision further?

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

- ensure that all documentation is updated to reflect the organisation's policies and procedures.

The effectiveness of leadership and management of the early years provision

Very thorough systems are in place to ensure that all children are safeguarded. Staff have a very good understanding of the procedures to follow should they have concerns regarding children's welfare. Parents have access to copies of the child protection policies and procedure. The setting is secure and all risks have been assessed.

There are good systems in place to appraise the staff, and they have meetings to discuss individual children's needs and talk about additional training they would like to go on. The staff team are appropriately qualified and experienced in caring

for children. They undertake observations on children in the early years age range and record children's progress. This information is used identify the next steps in their development to monitor their individual progress against the early learning goals. Systems for self-evaluation are beginning to take place and have recently been reviewed. Parent questionnaires are used. Policies and procedures are in place and have been recently reviewed and most are up to date and reflect the practice of the organisation.

Children benefit from access to a wide range of good quality resources which are stored accessibly on wheeled trolleys. Staff ratios are good and records of children's attendance are clear and accurate showing that they receive high levels of adult support and are well supervised. Children are treated with equal respect and are all made to feel part of the group. Activities are available to all children to ensure equality within the club.

Parents receive extremely clear information about the club and staff make themselves readily available to speak to parents. Parents are kept informed and up to date with what is going on in the club via regular newsletters, emails and their notice board. Feedback from a parent during the inspection reflects that her child is very happy and settled in the club, that staff are approachable and that there are many activities for the children to choose from. Children on roll at the club attend other Early Years Foundation Stage providers. Staff have built excellent links with the head teachers and class teachers. This approach ensures that all children, including those with special educational needs and/or disabilities, are cared for appropriately and consistently by the enthusiastic staff.

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

Children are very happy, confident and well occupied within the club. As well as staff providing a range of activities for children, they have many opportunities to self-select resources for their own initiated play, for example, craft activities. Children learn good procedures for safety both in and out of the club, for example, they practise regular fire drills and wear high visibility jackets on the walk to the provision from school to ensure they can be seen. Security is good within the club and children are well supervised when using the toilets to promote their safety. Children are developing skills for the future as they are encouraged to share and take turns. They behave extremely well and are aware of the behavioural expectations, such as taking care when playing hockey and picking toys up from the floor to minimise the risk of accidents.

Children follow established hygiene routines such as washing their hands prior to having their snack of toast and fresh fruit. They have access to a fully enclosed outdoor area for physical play, although the hall is also used for physical play should the weather be bad or should it be too dark to play outdoors. Children enjoy using traditional sports equipment and playing traditional games such as skipping and hoops. They use mathematical language as they play and have opportunities to develop their language and communication skills as they chat to

each other while they share Lego and enjoy role play.

Children enjoy the range of craft activities and use scissors and pinking shears when cutting paper. Opportunities to develop an understanding of technology are promoted through the use of toys such remote controlled toys, cameras and a play station. Children in the early years age range are helped in their activities by the staff and the older children. A caring ethos is encouraged by the management and the staff, which helps to ensure that all children are fully supported.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	1

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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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