

KOOSA Kids Breakfast and After School Club at All Saints Junior School, Fleet

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Deborah Jaqueline Newbury
Setting address	All Saints C of E Junior School, Leawood Road, FLEET, Hampshire, GU51 5AJ
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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 at All Saints Junior School registered in 2008. It is one of 14 out of school and holiday playschemes run by KOOSA Kids Ltd and operates from All Saints Junior School in Fleet, Hampshire. Children have access to the performing arts room and the secure outside play area. Care is provided from 7.55 a.m. until the start of morning school and in the afternoon from the end of the school day until 6.00 p.m. It operates during school term time only and has the facility to transport children to All Saints from a number of local schools.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 40 children under the age of eight at any one time and accepts children from four to 11 years of age. There are currently 59 children on roll, of whom 18 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.

There is a warm, friendly atmosphere at this setting and children are settled and secure. They form positive relationships with the adults caring for them and are valued as individuals. They have their welfare needs met well. Children make choices about how they spend their time although sometimes, the organisation of some resources does not fully support this. Effective and meaningful partnerships are being established with parents and others involved in the children's care and learning to ensure a consistent approach. Systems are in place to monitor and evaluate practice and identify areas for continued improvement. There is a keen desire to improve the existing quality of care and education for each and every child attending the out of school club.

What steps need to be taken to improve provision further?

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

- create an attractive book corner where children and adults can enjoy looking at books and provide opportunities for children to express their ideas through a wide range of types of representation
- develop further use of reflective practice and self evaluation, with particular reference to ensuring the environment is consistently interesting, attractive and accessible to every child so they can learn independently.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff display a secure understanding of child protection issues. They are fully aware of possible indicators of abuse and the action they should take if they have any concerns. Systems for recruitment and vetting and ensuring the ongoing suitability of the members of staff working with children are robust. Most risk assessments covering different aspects of the club are completed at regular intervals although the record of risk assessment relating to the 'walking bus' does not show that this has been reviewed recently. There are however clear arrangements for ensuring children's safety at this time. Children are fully aware of the expectations placed upon them, such as walking with their partner and not running off. Staff supervise children carefully at all times. A daily safety checklist is completed for all areas used by children to ensure their safety. Required documentation is in place and a detailed operational plan underpins the overall management of the club.

Strong leadership is very much in evidence with the registered providers displaying clear ambition, vision and drive to maintain continuous improvement and build upon existing practice. Systems for self-evaluation entail seeking the views of staff, parents and children. Staff indicate that they feel encouraged to express their opinions and children have been consulted about additional play materials they would like to see provided. Areas identified for development are mostly well targeted to bring about further improvements in the quality of the provision. However, there are some inconsistencies in respect of the day-to-day management of the different elements of the club. During the breakfast club a lot of care and attention is given to the presentation of different resources and activities, which ensures that the environment is interesting, attractive and accessible to every child so they can learn independently. However, this approach is less evident at the after school club where play materials are not always displayed or organised in a manner likely to capture and maintain children's interest and promote a fully enabling environment. Children's awareness of equality and diversity is promoted through the celebration of different festivals throughout the year and access to resources that reflect positive images. They are encouraged to treat one another with respect.

Parents receive information about the Early Years Foundation Stage and are well informed about the organisation of the club. They indicate that they find staff approachable and welcoming and feel their children enjoy attending. Parents are encouraged to share their knowledge about their children through completion of a comprehensive induction form. Thus, staff are well placed to meet each individual child's needs. There is a daily exchange of information when children are handed over and staff share the details of their observation records with them informally. At present, these records refer to more than one child and therefore confidentiality could not be assured if parents requested to view them. The need to address this issue has already been identified. The club has devised effective links with schools to share information about children's learning and development and promote continuity of care.

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

Children generally have a good time at the club and in discussion they comment that they have fun. They arrive happily, both before and after school and quickly make themselves at home. The atmosphere in the after school club is lively but relaxed. Children get on well with one another, with older children playing alongside younger children. This helps to build positive relationships. Children help themselves to the different resources provided and they become involved in those that interest them. Imaginative play is especially popular with children. They make use of the different pieces of material available to create cloaks and act out stories, such as pretending to be 'Harry Potter' in his invisibility cloak. Other children play with dolls, dressing them up and enacting stories. Some children draw although the range of resources available is not especially inspiring until much later on in the session, when the addition of different collage materials, coloured card and sequins re-awakens their interest. Some books are available although there is no attractive book corner where children and adults can sit and relax and enjoy looking at books together. The atmosphere at the breakfast club is calm and relaxed. Children particularly enjoy exploring playdough and they happily sit at the table together playing with the dough and chatting with staff. A key person system is in place to support each child in the Early Years Foundation Stage and their achievements and progress are monitored through observation.

Staff engage positively with children and they, in turn, are at ease in their company and have the confidence to approach them freely to express their needs and wishes. Children behave well overall, with staff intervening promptly to sensitively guide them away from any undesired behaviour and help them to resolve issues themselves. Children's emotional well-being is fostered through praise and encouragement and because their choices and decisions are respected.

Children are accommodated in a clean, well-maintained environment. They follow good personal hygiene practices as part of the usual daily routine, such as washing hands before eating and they chat confidently about the reasons for doing this. Children eat healthily and benefit from fresh air and exercise every day. After school children enjoy being outside and have the freedom to make their own selections from the range of resources stored in the shed. Most opt for sports equipment and play ball games supported by staff, whilst others choose to sit down with a member of staff and chat. Staff encourage sustained conversation.

Children have a sound understanding of how to keep themselves safe. They are fully aware of the rules for the club including those for when they play outside, and explain that these 'are very important.' These rules are discussed on a daily basis when children go out to play which means that boundaries are continually reinforced. Staff encourage children to tell them what the rules are, which allows them to check on their understanding and they then expand on the reasons for these. Everyone's contribution is valued, even when some children repeat

something they have already heard. This adds to each child's confidence and self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	2
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	3
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	3

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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