

# KOOSA Kids Holiday Club at Whitton School, Whitton

Inspection report for early years provision

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<b>Unique reference number</b>	EY412126
<b>Inspection date</b>	22/08/2011
<b>Inspector</b>	Fay Shelton
<b>Setting address</b>	Whitton Sports And Fitness Centre, Whitton School, Percy Road, TWICKENHAM, TW2 6JW
<b>Telephone number</b>	08450942322
<b>Email</b>	
<b>Type of setting</b>	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 Holiday Club is one of 19 out of school facilities run by KOOSA Kids Ltd. It operates from Whitton Sports and Fitness Centre which is situated within Twickenham Academy, Twickenham. Children have access to enclosed indoor and outdoor play areas. The club is open each weekday during the school holidays from 8.15am to 6pm. KOOSA Kids Holiday Club registered with Ofsted in 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 96 children may attend the club at any one time, and of those 40 may be in the early years age range. The early years children must be four years and over. There are currently 47 children aged from four to five years on roll. Children come from a wide catchment area. The club employs a total of six staff. The manager holds a relevant qualification at level 3 and at least half of the other staff hold appropriate qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very happy and settled and enjoy their time at the holiday club. They share positive relationships with the staff and the other children. Children are provided with a varied range of activities and resources that keep them motivated and eager to continue to learn. The manager and senior management team are committed to the on-going development of the club and show they have clear capacity to make improvements to the service provided. The setting promotes inclusion and is welcoming to all children and families. Overall, parents are kept well informed about the children's well-being and routines. The club provides a safe environment with well-established routines. This is a particular strength and as a result the children are extremely confident and eager to explore.

## **What steps need to be taken to improve provision further?**

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

- develop a better two-way flow of information with parents, in order to support continuity of care.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively safeguarded and staff demonstrate they have a

secure understanding of how to safeguard children in their care. Robust recruitment procedures are in place, which ensures adults working with the children are suitably checked. Good procedures enable management to monitor the ongoing suitability of staff. Detailed risk assessments are undertaken every season and daily checks around the premises ensure they are suitable and safe for use. Procedures for the day-to-day management of the setting are sound and as a result the club runs smoothly. All visitors are required to sign in and record times of arrival and departure; this helps ensure the children's safety. All other documentation is maintained well. Staff are deployed effectively to ensure children's safety and well-being at all times, and also to promote their play. There are good methods in place for self-evaluation and these have an emphasis on developing the quality of the provision. The club's management show a strong vision for continuous improvement and share this with staff who are well motivated. The management team are committed to identifying areas of weakness and addressing them to improve outcomes for children. Information about children's individual needs and interests is included on the registration forms and this helps staff have a good understanding of each child's background and favourite activities, so all enjoy themselves. All children take part in various activities to develop their understanding of the wider world and their community. For example, children create clay models of their favourite person and share with the group why these are important to them. Good quality resources are put out invitingly, so children are eager to participate. The club has formed positive relationships with parents and carers. Parents comment they are happy with the care provided for their child and they find the staff approachable and caring. Policies and procedures are available to parents at all times. The parents' notice board is informative and a general portfolio of children's work and photos is available to keep parents informed about the club's activities; however, parents are not individually informed about their child's day to help promote continuity of care. The club works well in partnership with other professionals. For example, by actively following advice from the local authority's development worker, staff are kept up to date with any new developments in the Early Years Foundation Stage, thus improving outcomes for children. Staff morale is high and staff are well organised to ensure the children's safety.

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

Children's learning and development are promoted generally well by the club. Staff successfully create an environment where children have lots of choices and there is a good balance of adult-led and child-led activities. The club is well resourced and children quickly settle into an activity of their choice. Children take part in ample play activities and team games, which promote their physical development. The staff's friendly and active involvement in games and activities makes the learning enjoyable. Relationships between older children and those in the early years age range are very positive and children play harmoniously together, sharing and taking turns with games. The club is very aware of the benefits of children having

daily outdoor experiences to enable them to run around and 'let off steam'. Children thoroughly enjoy playing team games in the school playground. If any children do not wish to participate, other resources are provided, such as board games. The club also has access to a soft play area with inflatable slides, bouncy castle and large soft shapes.

The staff team have a suitable understanding of the Early Years Foundation Stage. Planning is devised at the beginning of the season but is flexible to suit individual interests and needs. Children's personal and social development is promoted well in the club. On arrival, children are greeted individually and asked about their school holiday so far. Children have time to relax and can choose to sit on the soft floor mats where they enjoy having a chat together. Children relish mealtimes and eagerly wash their hands prior to eating. They are learning about healthy lifestyles as staff talk to the children about the contents of their packed lunches. The children and staff sit together to eat their lunch and the children develop their independence as they help themselves to the food provided by their parents. The book area entices children to look at the good range of books that supports their literacy skills. Staff further extend this as they encourage the children to count and name colours during educational team games. Children have exceptionally high levels of self-esteem, are extremely confident and well settled. They interact positively with staff and other children. Their behaviour is exemplary; they are polite and caring of others. Children's welfare is promoted through well-established daily routines. Children show an excellent awareness of danger and how to stay safe, for example, the club has a red cone system, which the children understand means a 'no go' area and, as a result, stay away from these cones. Children take part in regular fire evacuation drills to ensure they are aware of how to get out of the building quickly and safely.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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