

KOOSA Kids Holiday Club at Teddington School

Inspection report for early years provision

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Inspection date	21/12/2011
Inspector	Jane Nelson
Setting address	Teddington School, Broom Road, TEDDINGTON, Middlesex, TW11 9PJ
Telephone number	08450942322
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Type of setting	Childcare - Non-Domestic

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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 at Teddington is a children's holiday activity scheme, which was registered in 2011. It is one of 18 settings run by KOOSA Kids Ltd and operates from Teddington Sports Centre in the grounds of Teddington School in the Borough of Richmond. Children have access to a range of facilities, including an activity hall, sports hall, arts and crafts room and varied outside areas. There are suitable toilet facilities available.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is permitted to care for a maximum of 96 children from four to under eight years of age, although accepts children up to 13 years. There are currently 127 children aged between four to 13 years on roll, of whom 42 are in the early years age range. The club operates Monday to Friday during each school holiday, with sessions from 10am until 4pm. An extended session, the 'extension zone,' is also offered for parents who require childcare from 8.15am to 6pm. Children bring packed lunches from home.

The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club is staffed according to the number of children present. As a minimum, the manager has an appropriate Level 3 qualification and at least half of the remaining staff team hold Level 2 qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's individual learning and development are supported well through the generally good range of activities provided. These complement aspects of the learning children experience during their school day and reinforce skills they will use in later life. Various forms of self-evaluation are used effectively by the manager and the company to monitor the club and identify areas for development and improvement. Information is shared well with parents and good links are built with local schools that the children attend.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to independently explore and use a wide range of media and materials

- review arrangements to encourage children to share and enjoy a wide range of fiction and non-fiction books and stories.

The effectiveness of leadership and management of the early years provision

Staff use risk assessments effectively to identify, assess and monitor safety issues. They record and regularly review these risk assessments. They have a good understanding of their responsibilities relating to child protection issues and the procedures to follow if concerns arise or an allegation is made relating to a member of staff. Great emphasis is put on safety and the staff team respond swiftly and effectively to an impromptu sounding of the fire alarm. They maintain a calm atmosphere, reassuring children and evacuating the building quickly and efficiently. Robust recruitment procedures are implemented to ensure that staff are suitably experienced and vetted and that qualification ratios are met. All required records, documentation and comprehensive policies and procedures are maintained and well-organised.

A good range of different activities and events are planned that reflect the interests of the age group of children attending. A selection of activities and games are set out on the floor prior to children's arrival for them to immediately engage in. Staff interact well with children, generating interest, conversation and promoting children's social skills and independence very well. Creative activities generally allow children to explore different materials and make choices about what to make or create. However, this is not always consistent, resulting in children not having alternative choices in the creative activity. The staff team are deployed well and supervise children vigilantly to ensure their safety.

Management and staff use various forms of self-evaluation to identify where future development is best targeted and what has worked well. Children feedback about what activities they enjoy. Staff seek information about children's individual needs, choices and interests before they start attending. They use this information to meet their individual requirements and plan activities that they will most enjoy. All children are encouraged to participate and enjoy activities to their full potential. A varied range of resources reflect positive images of diversity and the wider world. These include books, creative materials and games that feature different countries. Different cultural celebrations are included in activities when they occur during the school holidays.

Information is shared well with parents. They are kept informed about the week's activities and daily routines. Daily discussion takes place between staff and parents. Parents state their children enjoy coming to the club and they are happy with the service. Successful links are built with local schools that children attend. For example, staff from the club visit local schools and go to events such as school fetes. Information is requested from parents about particular activities children take part in at school and if there are particular aspects they are currently focusing on at school.

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

Children arrive excited and eager to see their friends and staff. They enjoy a good range of planned activities that complement the learning experiences they receive at school. They develop skills they will use in the future through the range of daily activities and clear expectations of their behaviour. They behave well and are busy and interested. The main part of the day is planned with a range of programmed activities for different age groups. However, the mixture of different ages at lunch and snack times provides good opportunities for younger children to socialise and learn from their older friends. Children are interested in, and make good use of most of the games and other play materials set out, although they show little interest in the book area.

Staff place great emphasis on staying safe and being kind to each other. Children's good understanding of their own, and each other's, safety is demonstrated when there is an unannounced fire drill. They follow instructions calmly, listening and being careful as they walk downstairs. They follow the staff quietly and when they reach the evacuation area, listen carefully, responding when asked to shout out and put their hand up when they hear their name. Children demonstrate a secure understanding of their own safety, for example, they walk safely downstairs, on the right, holding on to the banisters.

Children are excited by a visit to the soft play room and have great fun on the bouncy castle and soft play mattresses as they jump, slide, balance and build with the large soft play bricks. They work together in teams during an outdoor game of Elves and Reindeers. They listen carefully as the rules of the game are explained and show enjoyment as they take part. They are developing good social skills. They take responsibility for helping by volunteering to hold the doors open for the group to pass through, each child thanking the one holding the door as they pass. They form good relationships with others; they laugh, giggle and call out to each other and staff to 'watch this'. They enjoy a planned Christmas themed craft activity in the art hut. They follow simple instructions from members of staff on how to assemble their own Christmas star. However, although they enjoy this focused activity there are not always other choices to allow them to create a different decoration or their own craft product. This limits their creativity.

Children have a good understanding of taking responsibility for their own health and hygiene. They follow reminders from the staff team to use the toilet and wash their hands at certain times during the day and before eating. Children bring their own packed lunch and enjoy eating their snack and lunch together. Drinking water is readily accessible and children are reminded to have frequent drinks especially after energetic play, such as in the soft play room.

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	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

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