

# KOOSA Kids After School Club at St Edmunds Primary School, Godalming

Inspection report for early years provision

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<b>Inspection date</b>	05/01/2012
<b>Inspector</b>	Hazel Farrant
<b>Setting address</b>	St. Edmunds RC Primary School, The Drive, GODALMING, Surrey, GU7 1PF
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<b>Email</b>	
<b>Type of setting</b>	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 After School Club at St Edmunds Primary School, Godalming was registered in 2011. It is owned by KOOSA Kids Ltd and runs from St Edmunds Roman Catholic Primary School in Godalming, Surrey. The club uses the library and computer room and also has use of the main hall. The club serves children primarily from St Edmunds Primary School and Busbridge Infant School. Children have access to a secure, play area and extensive playgrounds and fields. The club is open five days a week during term time only from 3pm to 6pm. The club is registered for a maximum of 32 children under eight years old; of these, none may be under four years at any one time. It is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 46 children on roll who attend for varying sessions, including 14 in the early years age group. Sufficient qualified staff work with the children.

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

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this inclusive setting. They are eager to attend and their needs are well met. They make good progress in their learning and have some opportunities to relax and enjoy quiet activities. Overall, children play in a safe, environment where they have fun. Regular evaluation by senior management and staff is used successfully to identify adjustments to the provision. As a result, the club demonstrates good capacity to maintain continuous improvement to the outcomes for children.

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

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

- provide a comfortable, accessible place for children to rest, relax and play quietly when they want to
- extend the risk assessment of the indoors to cover anything with which children come into contact, including low-level electric sockets.

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

Staff have a good understanding of safeguarding and know what to do should they need to respond to any concerns regarding children. All required records, policies and procedures are completed with necessary information and used effectively by the knowledgeable staff team to protect children's health and safety. For example, risk assessment systems are in place and staff are proactive in promoting most

aspects of children safety. However, risk assessment does not cover electric sockets that are accessible to children in the library. Staff clearly enjoy working with the children and are kind and considerate to them. All staff are committed to improving their knowledge through completing training courses and gaining relevant qualifications.

Equality and diversity are supported well throughout the club, through celebrating festivals and use of the good quality resources that are available. Resources are set out on the floor and on tables so children are able to make their own free choice of activities. Although the staff work hard at making the environment welcoming, currently children do not have a cosy quiet area to relax in should they need to rest. The club has a good system of self-evaluation in place, which includes parental questionnaires and a comments board for children's views and suggestions. The club receives regular monitoring visits by senior management so that continuous improvements are discussed with staff and implemented. Staff are also proactive in making adjustments to the systems and procedures in place. For example, staff recognise children's keenness to help at the club. As a result of their observations, children now eagerly help in tidying the tables and washing up after themselves at snack time. Thus children's independence skills are successfully promoted.

Staff are dedicated to working in partnership with others to promote good continuity of care. Documentation is completed to aid the transition for children from school to the afterschool club. Staff regularly communicate effectively with the teaching staff of the schools children attend to complement children's learning and to ensure progression. In the short period of time that the club has been operating, the relationship with parents has developed well; this contributes to improvements in children's learning, well-being and development. Feedback is very positive and parents clearly value the high levels of care their children receive. Comments, include, 'I'm really pleased with it here' and 'Children love coming here'.

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

The staff's knowledge of the learning and development and welfare requirements is good. Effective planning and organisation mean that all children are effectively challenged by the learning opportunities provided. Activities are well planned, based upon accurate observations and individually matched to children's needs. Children have plenty of space and time to pursue personal interests and there is a good balance of adult-led and child-initiated play. Children engage in their chosen activities, for example, writing creatively, drawing and expressing their ideas. They readily share personal experiences, as they discuss their Christmas holiday experiences with their peers. Children display good manners as they play word games, knowing that they must wait for their turn. They particularly enjoy using the computers and excitedly talk to one another about their highest scores and who will be the winner. Children also enjoy making their own 'fortune tellers',

explaining to one another how to fold the paper correctly. Other children enjoy making paper cats and dogs and flowers for their hair.

Children display a strong awareness of what constitutes a healthy lifestyle when they describe how they 'wash our hands, sit down together and eat snacks.' They are content and settled and they adopt good personal hygiene routines. Children learn the importance of healthy eating through discussion and preparing their own snacks. They play outside with a wide variety of resources. They have access to 'free play' in the school hall, for example, playing energetic games of 'tag' and practising with hoops. Children's health, physical and dietary requirements are well met so that positive early experiences help them develop the skills they need to achieve future success. Children feel safe and clearly know the club rules. For example, they confidently explain what they need to do in the event an emergency evacuation. Good quality interaction and well-organised routines help children to become secure and confident. Children receive warm and responsive care and show a secure sense of security and belonging within the club. They are confident, happy, well behaved and display a good awareness of responsibility. The support children receive from staff is personalised to meet their individual needs. The club is effectively inclusive and staff build caring and respectful relationships with all children and their families.

## 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

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

<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	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