

KOOSA Kids After School Club at St Mary's Church, Guildford

Inspection report for early years provision

Unique reference number	EY315466
Inspection date	29/05/2012
Inspector	Catherine Greenwood
Setting address	St. Mary's Catholic Church, 157 Aldershot Road, Guildford, Surrey, GU2 8BP
Telephone number	0845 094 2322
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

KOOSA Kids @ St Mary's Church is an after school club, and is one of nine clubs run by KOOSA Kids Limited. It opened in 2005 and operates from a church hall in north Guildford. The club also uses a hall and outdoor areas at the adjacent St Joseph's Catholic Primary School. Staff use the club vehicle to collect children from North Mead Junior School, Stoughton Infant School, Worplesdon Primary School and Wood Street Infant School.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children aged from four years to under eight years may attend at any one time; of these 55 may be in the early years age group. There are 22 children on roll in the early years age range. Children are organised into age groups during some activities. The club is open from 3pm to 6pm, Monday to Friday, during term time only. It also offers places for children from aged eight years to 12 years. There are six staff employed to work with the children, of whom four have appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met due to the good communication established with parents and other early years settings. A key strength of the club is the successful partnership with the adjacent school. Consequently, children benefit from using additional space for enjoyable activities, which they mostly choose for themselves. Overall, staff organise most documentation efficiently for the safe management of the club. Staff make effective use of self-evaluation processes to drive and maintain successful continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the deployment of staff so that children can choose to play inside or outside
- keep records about vehicles in which children are transported, including insurance details and a list of named drivers.

The effectiveness of leadership and management of the early years provision

Staff fully understand their responsibility to safeguard children's welfare. All staff attend an annual training weekend to update their knowledge of procedures. They

receive written information about how to raise a concern and safeguarding is a standing item for discussion on every staff meeting agenda. There are effective systems in place to help ensure that staff are suitable to work with children. Staff make effective use of risk assessments and they review and update them every half-term to reduce potential hazards. Staff transport children safely on a daily basis in a minibus, though they do not keep a record of the vehicles in use as a matter of good practice.

The staff make good use of self-evaluation to reflect on practice. They use questionnaires and a suggestion box to seek children and parents' ideas for future improvement. The regional manager completes three audits every half term to evaluate the quality of the club. This includes the club's compliance with the regulations and assessments of staff practice. Team meetings and a daily diary are used to seek staff's comments and reflect on the success of children's activities. Recommendations made at the last inspection have been met. The staff demonstrate a strong drive for improvement. Children are keen to use the good range of play equipment that staff rotate and set out in advance of their arrival. They show good independence as they choose their own resources. Staff work well as a team, although they do not organise themselves so that children can choose to play inside or outside when using the adjacent field. Consequently, children's indoor play is sometimes disrupted and the opportunities for them to move freely and independently between the two areas are restricted.

Children develop a good understanding of the needs of others and equality. The club supports a different local charity each year. Children can take home a dedicated box to collect contributions. They take part in cake sales and fun runs to raise money for the charity. Staff embrace cultural celebrations and provide related activities to raise children's awareness of diversity. For example, children make masks for Chinese New Year or palm leaves for Palm Sunday.

Partnership working with other settings children attend is good. The staff use a transition form to exchange information about children's individual needs and progress with local schools. Staff visit all the schools that children attend, which maintains good communication and positive relationships. Consequently, children receive continuity of care and learning. Staff also meet on a regular basis with the head teacher of the adjacent school, which contributes to the smooth running of the club. Communication and consultation with parents is good. A website has a facility to make advance bookings and provides information about policies, special events and activities. Staff give parents general information at the end of each day about children's well-being. A parents' notice board displays information about activities and the organisation of the club.

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

Children are keen to become involved in activities due to the staff's enthusiasm. Staff are observant of children's interests and know when to provide support and when to leave children to play independently. They offer help, for example, with

using construction resources and respond to children's requests to help them draw favourite pictures. Children interact in a positive way with staff since the adults engage in conversation and support them with achieving their aims. Consequently, children's play is enriched by the staff's participation, for example, during team sports games on the adjacent field. Staff put children's individual needs first and dedicate their time to ensuring children are happy, well occupied and have plenty of choice. Children are familiar with the structured routine, which enables them to feel safe and secure. They are given time to engage in free play, chat with their friends and relax, as well as take part in adult-led activities and team games. Consequently, children play and develop at their own pace and choose how they spend their time.

Staff observe children's development and provide related activities that stretch and challenge them. Consequently, the progress that children make in school and at home is fully complemented. They make designs using paint and marbles, create collages and enjoy building dens using large canvases, which they tie to trees and tables. Children make good progress, particularly in relation to their personal, social and emotional development. They increase their ability to make independent choices, develop good self-motivation and form very positive relationships with their peers. Children are well behaved and are very familiar with the rules of the club, which they are asked to remember and share with others at the beginning of each session. Staff respond quickly to minor incidents and encourage children to be kind to each other. Children concentrate very well when staff talk to them as a large group. They show confidence as they communicate during their play and often initiate conversations with staff and their friends. Children enjoy looking at books that are accessible in the main play area. They learn about the features of living things as they take part in bug hunts in the adjacent outdoor area.

Children enjoy being active and they confidently approach staff and ask them to join in games. The positive involvement of staff in outdoor play, significantly promotes children's enthusiasm and ability to persist with team games, such as rounders and football. Children often engage in imaginative play, for example, as they play inside a pop-up tent and use plastic food as part of their role play. They remember the rules of the club and what they need to do to remain safe, for example by always listening, not running inside and what to do in the event of a fire. Children show independence as they sit together in small groups at snack time. They collect food from the dining room hatch and butter their own toast. Snack time is a social event where children talk together and enjoy a good variety of healthy food. This includes a wide range of fresh fruit and raw vegetables. Children are protected from the risk of cross infection as they independently wash their hands at appropriate times.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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