

# KOOSA Kids Holiday Club at Orleans Park School, Twickenham

Orleans Park School, Richmond Road, TWICKENHAM, TW1 3BB

<b>Inspection date</b>	03/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children have fun and enjoy their time at the holiday club. Staff implement the Early Years Foundation Stage requirements very effectively overall, which helps to ensure that children enjoy a good variety of activities.
- Staff plan a strong programme of activities to support children's physical development. Staff provide fun experiences to promote and challenge children's moving and handling skills very well.
- Managers are passionate about the level of practice that is delivered. The club manager works directly with the staff and children, monitoring the quality of the provision to promote good outcomes for children.

### It is not yet outstanding because

- Staff provide a good range of play experiences for children overall. However, occasionally children do not have opportunities to develop their imaginative skills through pretend play to further encourage their creative abilities.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children and staff in the main hall, smaller hall and during outdoor play.
- The inspector completed a joint observation with the scheme manager.
- The inspector held a meeting with the scheme manager and operations manager.
- The inspector looked at assessment records, planning documentation, evidence of staff suitability and qualifications.
- The inspector spoke to all members of staff and took account of their contributions.

## Inspector

Katie Dempster

## Full Report

### Information about the setting

KOOSA Kids at Orleans Park School opened in 2012. It is one of 13 settings run by KOOSA Kids Ltd. The club operates from Orleans Sports Centre in the grounds of Orleans Park School in the Borough of Richmond. Children have access to a range of facilities, including an activity hall, sports hall, and varied outside areas. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The

club offers places for 96 children from four to under eight years of age. There are currently 44 children on roll in the early years age range. The club operates Monday to Friday during each school holiday, with sessions from 8.15am to 6pm.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop more opportunities for children to use their skills and explore concepts and ideas through their representations, for example, during role play.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children have fun and enjoy their time at the holiday club. Staff implement the Early Years Foundation Stage very well, in keeping with the spirit of the nature of the club. There is a firm structure in place, however all planned activities are linked to the areas of learning. This allows staff to plan a programme of activities that is varied and balanced. Staff interact well with children during these activities, which encourages children to join in.

Staff engage children's thinking and communication skills as they ask open ended questions and encourage children to voice their ideas. As a result, children's listening and attention skills are very good. Staff use effective techniques to engage children's attention. For example, a simple clapping sequence that tells the children its time to listen. Staff give clear instructions, explaining what is going to happen and what children need to do. A large focus is placed on children's physical development and providing experiences to promote and challenge children's moving and handling skills. They enjoy throwing and catching games, activities using a range of sports equipment and enjoy the use of go karts and other large play apparatus. These activities support children's space negotiation and control of their how their bodies move. Children enjoy a painting activity with a focus on learning about mixing, shades and identifying colours. Children have fun discovering the different colours they can make and talking about what they have painted. These activities support children's creative skills and their expressions through arts and design. However, on occasion children are not always able to develop their imaginative skills through pretend play.

Staff make good use of the information gained when children first join the club. This combined with staff's informal observations of the children helps them to tailor activities to their individual needs. For example, they plan activities such as bingo, hop scotch and

counting games to help extend children's development in their mathematical development. The experiences provided help to prepare children for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children**

Children demonstrate good levels of confidence owing to the well-established and effectively implemented key person system. Staff get to know the children well and build good relationships with the children and their families. Much information is gained through the registration documents, for example, children's hobbies or interests. This provides staff with valuable information to help children settle as they can make reference during conversations and plan activities according to children's individual needs. Staff act as very good role models, establishing clear boundaries and the high expectations staff have of them. Consequently, children behave extremely well and build very positive relationships.

Children develop their independence and have a good awareness of healthy practices. They know to wash their hands thoroughly after using the toilet and before eating. Children capably join in with the snack and lunch time routine; finding their lunch boxes and sitting along side their older peers as they eat. Staff use opportunities during meal times to talk to children about healthy eating. They make reference to all the energy they have used up during the morning activities and how the food they eat will help replenish it.

Children learn about boundaries and keeping themselves safe. They help with the distribution of the red cones; used to indicate areas that children must remain within. Staff encourage children to think about safe areas and why it's important to stay where they can always be seen. This encourages children to manage their own safety both in and out of the setting.

Staff support communication between the children through inviting them to introduce themselves and ask one another questions. As a result, children build friendships with one another. This promotes their well-being and self-esteem. Staff motivate children to learn through having fun. Consequently, children make good progress in developing skills for their future learning.

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

Staff effectively implement good systems to promote children's welfare. Robust recruitment procedures ensure staff are suitably checked and have the relevant knowledge and skills to care for children. Thorough risk assessments and supervision helps to ensure that children play safely both indoors and outdoors. Staff carry out daily safety checks and have a good understanding of their procedures for the safe collection of children. All staff receive regular in-house safeguarding training and show a firm understanding of their responsibilities relating to reporting concerns.

Managers are passionate about the level of practice that is delivered. The club manager works directly with the staff and children, monitoring the quality of the provision and providing a good role model. She works closely with the staff team to evaluate and assess the activities planned. This enables managers to review and make changes where necessary to improve the experiences for children. Furthermore, the club uses the feedback from inspections of other sites to implement positive changes in their own provision. This positively impacts on the children's time at the club. Staff are supported in their work through the regular observations and staff appraisals that take place. This provides a formal opportunity for managers to evaluate staff's practice and discuss strengths and areas for development. Staff report that they feel valued and the firm management structure provides effective support.

The staff have established good partnerships with parents. There is a wealth of information available to parents both prior to the club starting and while their child is attending. For example, parents receive the club's policies and a weekly activity plan via email at the time of booking and at the site there is an informative notice board. Parents also receive information about the Early Years Foundation Stage and how the setting implements the framework. The provider is well prepared for working in partnership with other professionals involved in the care of the children should this be necessary. For example, care information forms and inter-agency feedback forms are available to collect valuable information about the individual needs of children attending with additional needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY447635
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	803546
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	96
<b>Number of children on roll</b>	140
<b>Name of provider</b>	KOOSA Kids Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	08450942322

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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