

KOOSA Kids After School Club at Waingels College, Woodley

Waingels College, Waingels Road, Woodley, READING, RG5 4RF

Inspection date

14/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The friendly and enthusiastic interactions between staff and children help them to form secure attachments and enjoy their time at the club after a busy day at school.
- Children enjoy a wide range of fun activities, resources and experiences at the club. These help to promote children's learning in all areas.
- Children demonstrate a strong sense of belonging. They are happy, settled and have good opportunities to socialise with others from different schools.
- There are effective communication systems in place to share information between the club, parents and the schools so that staff can meet children's individual needs.

It is not yet outstanding because

- Staff do not provide children with the best possible opportunities to develop individual children's independence skills.

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 held discussions with the operations manager, manager, staff and children.
- The inspector observed the children playing and participating in a range of activities in the classrooms, outside area and sports hall.
- The inspector sampled a range of documentation including planning documentation.
- The inspector completed a joint observation with the operations manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Anne Faithfull

Full Report

Information about the setting

KOOSA Kids After School Club at Waingels College, Woodley, registered in 2012. It is privately managed and is part of KOOSA Kids Ltd. The company operates a number of other registered out of school provisions. The club operates from Waingels College, Woodley, Berkshire. The club has use of two classrooms, the sports hall, drama studio, gymnasium, toilets, a kitchen and outdoor sports courts and field. The club provides

places for children who attend three local schools.

The club is also registered both the voluntary and compulsory parts of the Childcare Register. Children aged four to 11 years of age usually attend. There are currently 41 children on roll and of these, six are within the early years age range. The club operates Monday to Friday from 3pm to 6pm term during time only. Staff are employed according to the number of children attending. Currently, two members of staff are employed to work with the children and one of them holds an appropriate level 3. childcare and play work qualification.

What the setting needs to do to improve further

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

- promote children's independence further by involving children in preparing and serving their own food and drinks at snack times.

Inspection judgements

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

Staff use their knowledge of how children learn through play to provide a wide range of fun activities and experiences. Methods to assess children's learning when they first attend are good. This is because staff ask parents to fill in 'All about me' sheets which give staff the information they require to tailor their activities to children's needs. Parents are encouraged to be involved in their child's learning as staff readily share information with them. For example, by asking parents to update them on any new interests their child may now have. This sharing of information helps staff to meet the differing needs, ages and abilities of all the children who attend.

Children enjoy coming to the club as staff enthusiastically interact and engage with them to extend or challenge their play. For example, promoting children's thinking skills and mathematical understanding when playing card games with them. Children's literacy skills are promoted well as they have access to a wide-range of resources for writing, drawing and painting. For example, children readily show visitors to the club how they can write their name and other words. As a result, children are making good progress in their learning at the same time practising useful skills that they need for their future lives.

Staff track the activities and experiences that are offered to the children. This enables them to demonstrate how they have covered all important areas of learning with the

children. As a result, all children receive a well-balanced range of adult and child led activities and experiences. Planning is very flexible and influenced by the children's choices, ideas and play preferences. For example, children asked if they could play hockey in the sports hall so staff ensured they went to the sports hall to play hockey. The club has a good selection of books which children help to display attractively. The book area also enables children who have had a busy day at school to rest and chill out on the comfy cushions with their friends.

Children continue to develop their independence skills well in most activities. However, children currently do not help prepare their own food and serve themselves at snack times, in order to become even more independent. Children and staff talk together throughout the session. Children are able to develop their language and communication skills well as staff carefully listen to children, encouraging them to share their thoughts on their school day and express their views. Children demonstrate kindness towards each other by sharing, taking turns and helping each other. For example, older children read books to the younger children and help them to complete an electronic game. Children comment on how much they enjoy coming to the club and the range of activities on offer. They talk about how they wish could stay longer and how they look forward to meeting up with their friends.

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

Staff are warm, calm, approachable and caring. They thoroughly enjoy their time working and supporting the children. As a result, children are happy, well cared for and have developed a strong sense of belonging. A well-developed 'key person' approach has been established in the club. Staff show an in-depth knowledge of all of their 'key children'. This system ensures that they are able to support effectively both the physical and emotional well-being of all children; consequently, children feel secure and settled. Staff effectively use snack time when all the children are together to remind and encourage the children to recall and discuss the club rules. This system also ensures new children are aware of the rules and boundaries in place. As a result, children's behaviour is very good.

Children access a wide range of resources which help to promote their learning and curiosity. Older children readily help the staff to collect extra resources from the club's outdoor shed. This gives them the opportunity help choose the resources, so they play with what interests them and concentrate well. All children can find toys and resources easily and choose those they want, Equipment is displayed in a variety of ways including on table tops or in boxes around the classrooms. Staff consult with the children about any resources they would like them to purchase for the club and children have great delight making choices from a range of catalogues.

Children gain a good understanding of how to keep healthy. Staff provide healthy snacks and a good range of opportunities to encourage physical exercise. Children can choose what they would like to eat from a selection of nutritious snacks that include fruit. Children experience stimulating activities and games both inside and outside. They have access to the large indoor sports hall and outside playgrounds. They thoroughly enjoy games, such

as hockey, and other team games in the fresh air while gaining a secure understanding of the benefits of exercise.

Children have a secure understanding of hygiene and are fully aware of the reasons why they have to wash their hands before eating. Children have a good understanding of safety and how to keep themselves safe. For example, they know why they have to put on their high visibility jackets when walking to the club from their schools. They readily tell visitors it is 'So the cars and other people can see us in the dark'.

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

Staff at the club fully understand their responsibilities to safeguard children in their care. Procedures for safeguarding children are robust. Rigorous identity and suitability checks are carried out when before staff start. Secure recruitment and induction procedures ensure that all staff are suitable to care for children. All staff complete safeguarding training as part of their induction and are fully aware of the steps to take if they have any concerns. A range of safety procedures followed by staff including the completion of a daily safety check ensures children play and have fun in a safe environment. Staff deploy themselves effectively. As a result, children are supervised well both indoors and outside. Weekly visits and regular audits completed by the operations manager ensure staff receive good levels of support, guidance. They have the opportunity to discuss any concerns, if required.

Positive relationships are in place with parents. All parents may look at the policies and procedures in place and access other information via the KOOSA Kids web site. These communications ensure they are kept up to date with any changes and other relevant information. The club has good partnerships in place with the schools and others involved in the care of the children they look after. This ensures that staff can provide continuity for the children and can be a link between home and school. Parents make many positive comments. These include how much their child enjoys coming, the approachable and caring staff and the range of information they receive regarding their child's progress.

The management team at KOOSA Kids support staff well in identifying clear goals, providing training opportunities, and monitoring performance through regular reviews and appraisals. This support demonstrates their commitment to the continuous improvement and development of the club. Parents and children are also encouraged to be actively involved in improving practice through discussions, questionnaires and through the use of the children's suggestion box.

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

Unique reference number

EY449576

Local authority	Wokingham
Inspection number	807713
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	41
Name of provider	KOOSA Kids Ltd
Date of previous inspection	Not applicable
Telephone number	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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