

KOOSA Kids After School Club at St Bartholmews, Haslemere

St. Bartholomews C of E School, Derby Road, HASLEMERE, Surrey, GU27 1BP

Inspection date	15/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- Staff establish effective communication with parents and the school which means children's individual needs are well met.
- Children enjoy a relaxed and welcoming environment and consequently, are happy, motivated and independent in their play.
- Staff know each child well and have a caring and attentive approach.
- The provision is well organised and there are effective systems in place for reflecting on the quality of the provision which include children and parents.
- Staff are provided with regular support, advice and training, which enables them to remain motivated and focused on the quality of the provision.

It is not yet outstanding because

- Children have fewer opportunities to use technology to further promote their ability to learn how things work.
- Children lack opportunities to freely choose from wide range of creative resources to promote their independent art and design work.

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 activities in the main hall and the outside play area.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector checked resources available in storage area.
- The inspector looked at a sample of documentation.
- The inspector met with the manager and two operations managers, to discuss self-evaluation and the leadership and management of the provision.

Inspector

Catherine Greenwood

Full Report

Information about the setting

KOOSA Kids After School Club at St Bartholomew's, Haslemere is privately managed and is part of KOOSA Kids Ltd which has other registered out of school provision. It registered in 2012 and runs from St. Bartholomew's C of E School, in Haslemere, Surrey. The provision provides places for children who attend the school. It also provides places for children from other schools provided they are independently transported to the provision. Children

have access to a large hall, toilet facilities and outside play area that includes two playgrounds and an enclosed field. There is a separate kitchen area. There are three classrooms available for emergency purposes. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 42 children under eight years on roll, of whom 14 are in the early year's age range. The provision is open each weekday from 3pm to 6pm, term time only. The provision provides support for children with special educational needs and/or disabilities. The provision employs four staff, three of whom have appropriate qualifications. The manager has a National Vocational Qualification level 3 in playwork.

What the setting needs to do to improve further

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

- provide a range of technology resources to further promote children's ability to learn how things work.
- increase the range of accessible resources for children to be independently creative and make their own designs.

Inspection judgements

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

Staff know each child well, develop warm supportive relationships and actively respond to their individual needs. For example, when younger children first start at the provision, staff know that some need extra cuddles and reassurance to help them feel secure. Staff have a friendly, caring and welcoming approach and always respect children's efforts and ideas. Consequently, children are confident to talk about their own interests. Staff take account of information provided by parents and the school before children start at the provision. Consequently, children settle in quickly and are happy and confident to choose and use resources independently. Staff involve parents, to identify and meet the needs of children with special educational needs. This includes times when children are visiting the provision with their parents, where staff adapt their approach according to the information.

Children achieve well and make progress in their chosen play. Staff have a good knowledge of what children like and do not like and are aware of what they can and can't do. They regularly share this information as a team and evaluate daily activities. They listen to children's ideas, to plan for their progress. For example, they have responded to

children's requests to provide action figures, which children use with enthusiasm during their play. Children choose how they spend their time rather than following prescribed activities. They are given time to engage in free play, chat with their friends and relax, rather than having to take part in an activity. Staff provide children with orderly and flexible routines, based on the choices that children make. This includes time to play outdoors. Staff interact with children, talk with them, engage in conversation and support them with achieving their aims.

Most children are confident communicators. They maintain attention, concentrate and sit quietly during activities, for example, whilst talking about the rules of the provision. They listen to others one to one and in small groups, particularly when conversation interests them. For example, when staff explain about how to make action figures use bows and arrows. Children develop their knowledge of people who help us in the community. For example, staff arrange for the local police to visit the provision. During these visits, the police talk to children about their role, and let them wear their hats and sit in the police car. Staff are in process of negotiating with the school to make use of a computer room, and are planning to obtain electronic games. However, there are currently no resources that help children learn how things work, reducing opportunities for them to select and use technology for different purposes.

Children negotiate space successfully and scream with delight, as staff initiate games of chase when playing outside. They show enthusiasm for outdoor play and work as a team, as they enjoy games of football. Children manage their own basic hygiene and personal needs successfully, including looking after their belongings and using the toilet independently. Children use their imagination, as they use a karaoke machine and decide to use it for a football commentary. Staff generally make paints and collage materials available and plan creative activities. For example, children paint freely and use glitter and other media to create Christmas themed pictures and decorate biscuits. However, there is not always a wide variety of creative resources available and ready for children to use. This reduces the opportunities for children to create their own designs.

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

Children are happy to be at the club and form good friendships. They show independence as, on arrival, they quickly choose resources and activities that are easily accessible on tables and floor mats. Children are well behaved and co-operative. Staff are observant of children's behaviour and quickly intervene when older children become too excited. Consequently, there is a calm atmosphere that enables all children to concentrate during their play. Children are asked to remember and say the rules, and show confidence as they tell the whole group to be nice, not to run, have fun, and to always eat at the snack table. Staff explain the reason for the rules so that children understand the boundaries and how it may affect others if they don't co-operate.

Children are provided with a healthy food at snack time. They show independence as they enjoy buttering and eating crackers and pita bread and help themselves to fresh fruit. Children understand hygiene routines and wash their hands independently. They enjoy a range of indoor and outdoor resources that promote most areas of their development and

compliment their learning in school. Staff are very receptive to the requests that children make for new resources, and do their best to obtain them. Consequently, children are motivated and independent in their play.

Children show an understanding of their own safety. For example, they know they must not go past the red cones that create a boundary between the main play area and the rest of the school. Staff plan activities related to fund raising, such as Children in Need.

Children they colour in pictures and share information about what they did at school to raise money, such as a cake sale. Sponsored runs are planned, to raise money for charity. This enables children to understand the importance of others less fortunate from themselves. The provision has developed very good relationships with the teachers in the school where the provision is located. Teachers and staff share transition forms and information about children's individual needs and learning priorities. Consequently, children are provided with continuity of care and learning. The head teacher within the school is happy with the provision and during the inspection made positive comments, for example, how happy parents are with the care of their children.

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

Children's safety and security is well maintained through effective use of risk assessments and daily checks of the premises. Staff implement procedures for parents to sign their children out at the end of each session using an Identification number. Staff have a good knowledge of child protection procedures, which means children's welfare is safeguarded. They regularly update their safeguarding knowledge through training facilitated by the organisation. There are effective systems in place to check that all staff are suitable to work with children. The manager provides guidance for all staff which include meetings each half-term. They share information and what can be done to further promote children's enjoyment of the provision and their development. The provision monitors and revises activities, through consultation with children and daily evaluation. Staff are proactive in meeting the needs of children with special educational needs and/or disabilities. They work closely with parents to share information about children's likes and dislikes and how to support them in the provision.

Staff evaluate the quality of the provision and act on advice from the local authority. For example, they have moved trolleys into the room for children store their personal belongings and obtained resources which children use during play to create their own shows. The provision works closely with an operations manager to reflect on the quality of the provision in relation to her observations of practice. Consequently, since registration, improvements have been made. For example, the same member of staff now collects children from the reception class each day, so children feel safe and secure. Parents receive surveys electronically which are used to make improvements. The provision acts on their suggestions, for example, to provide a torch at the entrance gate. Staff use a suggestion box and discussions to seek and act on children's ideas and as a result have obtained additional resources. Partnership is good. Staff meet with other agencies involved in working with children with special educational needs, to provide continuity. Parent's comments at the time of the inspection show they are happy with the provision. For

example, they say "The provision is well organised and my child likes coming' and 'The staff are very professional and respond to my children's needs'. They also acknowledge the healthy snacks and regular feedback.

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	EY449559
Local authority	Surrey
Inspection number	807712
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	42
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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