

KOOSA Kids After School Club at Harmans Water Primary School, Bracknell

Harmans Water Primary School, Wellington Drive, BRACKNELL, Berks, RG12 9NE

Inspection date	17/04/2013
Previous inspection date	08/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 setting offers children a good range of exciting activities indoors and outside, with an emphasis on having fun and relaxing after school. There is a strong focus on physical activity and being healthy.
- Relationships are good, and staff understand the needs of the children. Older children are supportive of the younger ones, and include them in their games.
- Senior leaders understand the strengths and weaknesses of the setting well, and have prioritised areas for development effectively.

It is not yet outstanding because

- Children do not always have enough opportunities to be independent and take on responsibility.
- Staff do not always use their assessment of activities to help plan for the next steps in children's learning and development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 invited the area managers to carry out a joint observation with her.
- The inspector observed activities in the indoor room and outside areas used by the children.
- The inspector spoke to staff, the manager of the provision, representatives from the parent company and to parents who came to collect their children.
- The inspector looked at a sample of documentation relating to safeguarding, staff recruitment, company policies and self-evaluation.
- The inspector also looked at the website for the provision and the parent company.

Inspector

Jane Chesterfield

Full Report

Information about the setting

KOOSA Kids After School Club at Harmans Water Primary School registered in 2008. It is one of 22 out of school clubs that are run by the same provider, KOOSA Kids Ltd. The after school club is located within Harmans Water Primary School in Bracknell, Berkshire. It is open each weekday from 3pm to 6pm, term time only. Children have access to a large classroom, two large halls, toilets, an enclosed playground, a field and a woodland area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 37 children on roll and seven of these children are in the early years age range. There is a pool of 11 staff, of which four work with the children at any time. Of these, seven staff hold qualifications at level 3 or above, including one member of staff who holds Early Years Professional Status.

What the setting needs to do to improve further

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

- consider ways to provide children with more opportunities to be independent and take on responsibility

- consider ways to use the evaluation of activities to plan and further support children's next steps in learning.

Inspection judgements

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

The after school club effectively meets the needs of the range of children who attend. The children have good opportunities to wind down and relax after their day at school. Their surroundings are bright and well equipped. The outdoor areas are extensive and well maintained. Staff are enthusiastic and join in wholeheartedly with the children's activities, encouraging them to enjoy themselves and do their best. The staff liaise closely with the children's school and their parents, so that their needs are well known and activities can be planned to suit their interests and ages.

During activity times, staff pay particular attention to the needs of the youngest children, encouraging them to talk about what they are doing and helping them to extend their skills and learning. The children are happy, well settled and, as a result, are fully integrated in to the after school club. Children develop good mathematical skills, such as

number recognition, during a game of bingo. They enjoy looking at books with older children, which helps them improve their developing literacy skills. Outside, the children join in happily with a game of 'octopus' with older children. They show that they understood the rules and are able to keep up with the others. Consequently their physical development is good.

Staff evaluate the outcomes of each day's activities carefully. However, staff do not always link these evaluations into their planning to further support the children's next steps in their learning and development. Senior leaders are currently producing guidance on this to enable staff to more effectively monitor and plan around the educational programmes and identify where children have made progress.

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

The club makes a good contribution to the well-being of the children. Relationships between staff and children are very positive, and staff manage behaviour well, setting firm but fair boundaries to help children stay safe. They create an informal and friendly atmosphere where children can be themselves. Children of all ages mix and play well together, and follow well-established routines with confidence. Consequently, children develop good personal and social skills.

The staff emphasise the importance of following healthy practices and being physically active to support the children's healthy lifestyles. Children are expected to wash their hands before snack time, and staff check that they have done so. Snacks are freshly prepared and appetising, consisting of fruit and vegetables, toast and water. All the children are encouraged to take part in outdoor games and play in the fresh air to promote their good health and well-being. Staff expect children to look after themselves and take care of their own needs to gain good self-care skills and learn to stay safe. However, children do not always benefit from opportunities to be independent and take on responsibility for others to gain self-confidence. For example, staff prepare the snack without the assistance of the children. Additionally, older children set up of the outdoor games while the youngest children watch and wait for games to be ready.

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

Leadership and management of the provision are good. Senior leaders create a safe and secure environment where they provide good levels of care. The club fully meets the safeguarding and welfare and learning and development requirements. The staff have effectively tackled recommendations from the last inspection to improve the outcomes for children. Senior leaders make sure that all staff are appropriately qualified and understand their role and responsibilities to safeguard children. They keep in close contact with the school and the parent community to work together to meet the children's needs. Well-structured policies and procedures help underpin the staff's daily practices so that the

routines of each session run smoothly. Activities are well planned and organised to help children learn new skills and interests to occupy their free time. Staff work together well as a team and receive good support regarding their professional development from senior leaders. As a result, the outcomes for all children are good.

Good links with parents mean that they keep well informed and that the club has the information it needs about their children to be able to care for the appropriately. Parents keep up to date with relevant information about the club and the care their children receive. They receive emails, newsletters, feedback forms, access information on display on the notice board and in the planning folder, which is available for parents to view each day. Senior leaders have a clear view of the club's strengths and weaknesses, take action where necessary and focus on the right priorities for development to enhance the provision for the children.

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 action. 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	EY385032
Local authority	Bracknell Forest
Inspection number	838257
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	37
Name of provider	KOOSA Kids Ltd
Date of previous inspection	08/06/2009
Telephone number	01344422196

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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, which are usually the childminder's 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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