

KOOSA Kids Holiday Club at St Josephs Catholic Primary School, Guildford

St. Josephs Catholic Primary School, 155 Aldershot Road, Guildford, Surrey, GU2 8YH

Inspection date	12/08/2013
Previous inspection date	20/08/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff are kind and caring and are good role models for children.
- Children are kept busy and entertained by a wide range of resources and imaginative activities both indoors and outdoors.
- Children are kept safe and secure because staff have a good understanding of safeguarding issues.

It is not yet good because

- The key person system does not work effectively to ensure children's care is tailored to meet their individual needs, to help children to become familiar with the setting and build relationships with the children and their parents.
- Arrangements for providing children with drinking water during outdoor play are not well-considered and result in an increased risk of cross-infection.
- Staff do not actively support new children to make friends.

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 observed activities both indoors and outdoors.
- The inspector held meetings with manager and spoke to staff.
- The inspector completed a joint observation with the manager of the provision.
- The inspector took account of the views of parents and children spoken to on the day of inspection.
- The inspector looked at documentation, including evidence of suitability checks and policies and procedures.

Inspector

Heather Allen

Full Report

Information about the setting

KOOSA Kids Holiday Club at St Josephs Catholic Primary School, Guildford registered as a children's holiday club in 2005. It is one of 22 clubs run by KOOSA Kids Ltd. It is located in north Guildford. Children have access to a range of facilities at the school including four classrooms, the hall, playground, courtyard and playing fields. The club is open from 8.15am to 6.00pm Monday to Friday during every school holiday. It attracts children from a wide geographical area. The club offers a standard activity day from 10.00am until 4.00pm and an 'extension zone' for parents who require childcare from 8.15am until 6.00pm. When staying for a full day children bring their own packed lunches.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children aged four to 13 years attend. The number of children on roll varies. At the time of the inspection there were 279 children on roll. On the day of inspection 69 children were present, including 22 in the early years age range. Children are organised into age groups for various activities, coming together at break times. The club welcomes children who speak English as an additional language.

There are up to 14 members of staff working with the children. The manager has a minimum of a Level 3 qualification and at least half the remaining staff have a minimum of a Level 2 qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement an effective key person system that ensures that every child's care is tailored to meet their individual needs, offers a settled relationship and builds a relationship with their parents or carers

- promote good hygiene practices and children's independence by providing sufficient fresh drinking water and cups when children play outdoors

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

- support children in establishing friendships so they develop confidence and social skills, particularly in group situations.

Inspection judgements

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

Most children enjoy their time at the holiday club and have fun participating in the wide range of activities available. Many children attend regularly and staff know them well. Children and parents are welcomed on arrival by the site supervisor who is the key person for all younger children. Due to his duties as site supervisor he is not personally able to help new children settle when they first arrive. Other staff take new children into the hall to familiarise them with the environment. Children's welfare is safeguarded because staff have essential information about them before they start, such as details of allergies. At the beginning and end of each day and at snack times children of all ages join together. Older children are kind and supportive of younger children, with older siblings having opportunities to reassure younger family members who are new to the holiday club. However, younger children sometimes look lost and are unsure who to play with when they are left to choose their own activities. Staff do not always see this. As a result they do not help to reassure children and introduce them to other children as a way of helping them to develop friendships.

Some children only attend for a few days which gives staff a limited amount of time to get to know them and establish relationships. Staff do not always have a clear knowledge of younger children's abilities, interests and understanding because parents are not required to provide such information before their child starts. Staff are therefore not always able to plan activities specifically to meet children's individual needs initially. Staff are kind and caring. They encourage and support children by asking them about their interests and incorporate these into the planning of future activities. For example, children make a collage with natural objects such as leaves which they have collected from outside. Some children are initially restless and unsettled. Staff talk to children and encourage them to make pictures of something they are interested in, such as butterflies and aeroplanes. As a result, most children get absorbed and gradually settle.

The key person supervises four structured activities for the younger children during the day. Staff have a sound knowledge of the different areas of learning and development. Activities are carefully planned for indoors and outdoors to help children learn and extend their skills. For example, children learn about colours and how to co-operate together during team games. Staff use cones to make different coloured squares on the playground. They explain these squares are 'houses' and children are split into four house teams. The game involves throwing bean bags out of their 'house' into another 'house' with points awarded in relation to different colour beanbags. The winning 'house' is the one with the lowest score at the end of game. Most children participate enthusiastically. However, some new and younger children have not yet developed confidence to compete and at times look lost. Staff are on hand to give support and encourage children to show consideration for others. Children gradually learn the concept of the game and rush round ejecting any bags they find in their house and specifically target red ones that have a greater numerical value. During and after the game children are encouraged to count, calculate and problem-solve. Children learn about the passage of time when staff explain

how long they have left to finish an activity.

Staff are kind and supportive to children who have limited English. They communicate using gestures and flash cards which are available in different languages, such as Polish. Although children are seen to understand and be involved in activities, staff are unaware that another child in the group is bilingual and speaks the same language. As a result, children miss out on the opportunity to establish friendships and have improved communication.

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

Children mostly learn the importance of good health and hygiene. Staff encourage them to choose healthy options from their lunch boxes and parents are asked not to include fizzy drinks. Fresh drinking water is available indoors throughout the day. However, when children become thirsty outside after running around there are insufficient clean mugs available. This prevents children from being able to access fresh drinking water independently. As a result, they drink from mugs used by other children and from a communal jug. This is unhygienic.

Children benefit from plenty of opportunities to enjoy fresh air and exercise. There is an extensive outdoor environment with tarmac and grassed areas which are suitable for use in most weather conditions. Children develop physical skills as they run around, jumping in and out of hoops during a game. Children make bubbles using different sized hoops. They show these off to staff who are quick to praise their achievements.

Staff are kind and caring and good role models for children. During the morning group time they go through the holiday club rules with children. They encourage children to have fun but remind them also to consider other children and share. Children behave well. They are respectful of staff and visitors and mostly consider the feelings of other children. Staff are quickly on hand to discuss and resolve minor behavioural issues.

Younger children learn to concentrate and prepare for their move or return to school when they participate in more structured activities, such as an arts and crafts activity. They sit at desks while staff explain they will be going outside to collect leaves and other natural objects. They learn to protect the environment when staff explain they should not pull leaves off trees because they are still growing. Children excitedly explore the outdoor environment looking for interesting objects. They put their treasures on their desks and use crayons and glues to make personalised creations.

Most children appear to enjoy the security of an activity where there are clear instructions and expectations. They listen and understand what they are being asked to do. Others are less used to a classroom environment and find it more difficult to pay attention, with some becoming restless or tearful. There is limited flexibility for children to move to another activity. Instead staff encourage children to become involved and use their imagination to create pictures relating to something that interests them. Some children choose to make

collages of aeroplanes and butterflies. Staff are on hand to give support, reassurance and praise. As a result, children gradually get absorbed and settled.

Children learn to take responsibility for their own safety. For example, staff explain that some toys they bring from home are unsuitable as they contain small parts which may be hazardous or get lost. Children understand this explanation and leave unsuitable toys securely in their bags.

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

The site supervisor is responsible for the day-to-day running of the holiday club, including attending to any accidents or incidents and administering medication. He is also the key person for all children in the early years age group. He works enthusiastically throughout the day and is familiar with children attending. He leads all of the group activity sessions for younger children. However, he cannot effectively fulfil his role as key person for so many children as well as ensure the smooth running of the club.

At present the system to notify parents of their child's key person is not working effectively. Parents of younger children are notified of the name of their child's key person at the time of booking. However, by the time their child starts they do not always remember. They are therefore unclear about who they should approach to share information about their child. This can prevent them establishing a robust relationship with their child's key person. Although he is on hand to share information with parents when children arrive in the morning, he is sometimes busy with other duties when children are collected. As a result, parents sometimes have to rely on their children for an update about their day.

Children are protected because staff have all received safeguarding training and are familiar with procedures to follow in the event of a concern. Children are safe and secure because a thorough risk assessment is carried out before they arrive. Unsafe areas are cordoned off during major building work and signs and cones guide children and parents safely through the environment.

There are well-established recruitment systems in place to ensure that staff are suitable to work with children. Staff are appropriately checked and attend an induction weekend which enables new staff to become familiar with routines and activities. Qualification requirements are met and staff are encouraged to develop their skills and qualifications. Full-time staff participate in a formal appraisal system. Part-time staff receive regular supervision and guidance from the site supervisor. He is approachable and supportive and assists with staff induction. Staff receive additional support from senior management who visit regularly. These systems help to create a happy and friendly staff team who enjoy working together and are kind and caring with children.

Management carry out regular evaluations to see how they can improve outcomes for

children and parents. The views of staff, children and parents are taken into account. A suggestions box is available for parents while the club is running. They are also sent an on-line survey form at the end of each holiday. As a result of parental feedback, additional equipment has been purchased.

Throughout the holiday club a comprehensive range of resources and imaginative activities are available. These are designed to encourage children's play and exploration both indoors and outdoors. Overall, children are seen to be absorbed and happy. However, there has been less evaluation of the effectiveness of the key person system and how the individual needs of younger children are met when they first attend. Most younger children are seen to participate fully in activities but some new children are less confident and take time to settle and make friends.

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	EY309761
Local authority	Surrey
Inspection number	827158
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	279
Name of provider	Koosa Kids Ltd
Date of previous inspection	20/08/2010
Telephone number	0845 094 2322

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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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