

KOOSH @ Lower Wortley Primary School

Lower Wortley Primary School, Lower Wortley Road, LEEDS, West Yorkshire, LS12 4PX

Inspection date	17/09/2013
Previous inspection date	08/03/2011

The quality and standards of the early years provision	This inspection:	
	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 are happy, settled and behave well. They are familiar with the expectations of the staff and have formed secure relationships with them and the other children who attend. Consequently, they are confident and their self-esteem is promoted.
- Effective leadership is in place and the management team ensure the quality of service provided for children and their families is good. The staff team are enthusiastic and caring role models for the children.
- Positive relationships with parents are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.
- Staff use information about the children to inform their planning and to ensure that their interests are taken account of. As a result, children are making good progress in their learning.

It is not yet outstanding because

- There is scope to enhance the good opportunities children have to play and learn in smaller groups, away from distractions, in order to fully support their listening and attention 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
- 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 the children playing in the community room, the small hall and the outdoor play area.
- The inspector talked to the staff and the children at appropriate times throughout the inspection.
- The inspector looked at a selection of the setting's documentation, including children's learning records, risk assessments and policies and procedures.
- The inspector spoke to several parents during the inspection.

Inspector

Lindsay Dobson

Full Report

Information about the setting

KOOSH @ Lower Wortley Primary School was registered in 2005. It is privately owned and part of the Kaleidoscope Day Nurseries Ltd company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community room and the small hall within Lower Wortley Primary School in Leeds. Children also have the use of a secure enclosed outside play area.

There are three members of staff who are employed to care for the children. Of these, all hold a relevant qualification at level 3 in early years. The setting supports children with special educational needs/and or disabilities.

The club is open Monday to Friday from 7.30am to 9.30am and from 3pm to 6pm during term time only. There are currently 64 children on roll, of whom 13 are in the early years age group.

What the setting needs to do to improve further

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

- increase opportunities for early years children to work in smaller groups, away from any distractions, to further support their listening and attention skills.

Inspection judgements

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

Children are fully engaged in the activities and are eager to attend the setting. This means that they enjoy themselves. They have access to a good range of age-appropriate toys and resources, the freedom to choose their own play enables children either to follow their interests or engage in an adult-led activity. Staff demonstrate that they know the children well and regularly observe them as they play. They take note of children's self-initiated play and use this information to inform their planning and ensure that the children's interests are used as a basis for future learning. Staff assess children's progress regularly to ensure that children make good progress towards the early learning goals and are acquiring the skills to support the next steps in their learning.

Children happily involve staff in their play and have lots of fun competing against each other, as they play a matching and guessing game. Children describe the characters on their cards to their opponent, who listens to the clues and tries to find the matching person. This supports their communication and language skills as they use descriptive

language and new vocabulary supported by the staff. Children have good opportunities to enjoy physical play both inside and outside. They have great fun participating in organised activities in the school hall, such as a game of 'sharks' and 'fish'. Children are enthusiastic about this game, most of the children run and chase each other, shouting, laughing and squealing to their friends. They show their excitement at winning, and staff praise the children for their efforts. This helps them to feel valued and promotes their personal, social and emotional development. However, staff do not always provide enough opportunities for younger children to have fun and learn in smaller groups, for example, to support their listening and attention skills. For instance, when children join together for group games, the younger ones sometimes become overwhelmed and easily distracted by other things happening around them.

Children enjoy being creative, both with craft materials and construction bricks. They design their own display boards around the community room and are currently working on a 3D animal board. Children use their imaginations and creativity as they make animals, such as, pigs and ducks. When building their structures with the bricks children use their design skills to make castles and other building. Staff are mindful of the fact that children are only in the club for short periods of time and ensure that their models are kept safe until they are able to return to work on them further. Children's imaginations are also encouraged through the range of role play activities they choose. Currently they are involved in a variety of pretend play in the large tepee.

Staff ensure that children have fun and their learning is complemented through play. Children's learning records are available for parents to view to enable them to support their children's learning at home. Daily activities are shared with parents to keep them fully informed of their children's ongoing learning and development.

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

Staff are warm and caring and help new children to settle into the out-of-school club by allocating each child a key person, who spends individual time with them. They take time to show new children around the club when they start and help them to settle in. This approach enables children to feel comfortable at the club as they quickly learn routines and show they feel secure in the environment. Parents talk very positively about how their children enjoy attending the club and how staff are very good at communicating important information. This helps parents to feel confident about the care and education their child receives. The established partnerships with parents, the school and other professionals enable staff to provide consistent experiences for children and enhance their development by providing a continuity of care over time.

Children confidently approach staff to join in their play or if they are worried or concerned. Children's worries are dealt with consideration by staff, who take the time to listen and help them to solve problems, which helps to promote their physical and emotional well-being. Good behaviour is clearly promoted by the supervisor and the staff, who set consistent boundaries to ensure that all children enjoy their time at the setting. Children respond well to the rules and routines, and play happily alongside their peers. Parents also share positive comments about how children's behaviour is managed. They discuss how

staff have helped them to implement strategies and reward sheets to promote and improve their child's behaviour in a consistent way. This enables the children to follow the same approach at home and in the club and parents talk about the positive impact this has had on their children. It is a pleasure to see throughout the club how the older children support and encourage the younger ones. They make sure they have somewhere to sit at mealtimes, encourage them to join in with their play and regularly ask them if they are okay. This shows the care and compassion the staff promote and instil in the children and how they use this as part of their everyday life, supporting their skills for the future.

Children learn how to keep themselves healthy as staff encourage them to wash their hands independently before eating. Children learn to make their own choices by deciding what to eat from a range of healthy food. For example, they enjoy a picnic of ham, cheese, tuna and salad vegetables accompanied by bread. Opportunities for regular exercise are often available, encouraging children to become active in ways which interest them. For example, they enjoy team games in the school hall and outdoor play area. They use the large parachute and play football, and have great fun as they play a whole group game of hide and seek. Staff actively join in with the children which further enhances their fun and enjoyment. Staff are proactive about helping children to learn how to stay safe. They walk inside the club and are reminded to use the outdoor steps with care and to hold the hand rail. Children develop a good knowledge of essential safety procedures by practising regular fire drills. Staff supervise children very well when in the club and when away from the setting. As a result, children learn how to stay safe and enjoy their experiences.

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

The management and staff team work well together, ensuring the requirements of the Statutory framework for the Early Years Foundation Stage are met successfully. The recruitment and vetting of any new staff is robust, which ensures their suitability to work with children is fully explored. All staff complete training in safeguarding children each year and, as a result, they are confident in their understanding of child protection issues. There is an extensive safeguarding policy devised by the company and adapted for each setting. This is fully understood by staff and shared with the parents. Thorough risk assessments are carried out on all areas of the premises and for outings and effective action is taken to minimise any hazards. These are regularly reviewed and improved. This means children's safety and well-being is promoted effectively. New staff go through a thorough induction procedure to ensure they know how the service operates. The supervisor of the setting effectively monitors the performance of all staff on an ongoing basis. This includes some peer observations and regular supervision sessions. Staff are actively encouraged to reflect on their performance and identify any training needs, to move their practice forward. Professional development is actively encouraged and supported. Staff's individual skills are fully recognised and they are encouraged to use these to benefit the club and effectively promote children's care and learning.

Good attention is paid to monitoring the quality of the service. For instance, tracking

sheets are in place for each early years child so staff can see at a glance that all areas of children's learning are being supported effectively. Parents are asked to complete an annual questionnaire and their replies are collated and action taken to implement any necessary changes. Children are questioned to find out their thoughts and ideas for the future ensuring they feel fully included in the life of the setting. Staff meet each month as a team to discuss the service they provide. The management team use all this information to complete a detailed self-evaluation document, to identify the club's strengths and areas for improvement. From this a clear development plan is drawn up to show how the service will move forward. The recommendations for improvement raised at the last inspection have been fully addressed. The resources have been developed and made more accessible to children and the opportunities for their learning in the club now complement those of the host school. This means the club's capacity for continuous improvement is good.

Partnerships with parents are very effective, they are kept very well informed about the service in a number of effective ways, including the company web site and detailed notice boards. Daily discussion also provides good two-way communication. Parents are unanimous in their praise for the club. They state that staff know their children very well and tap into their interests when providing activities. They also comment that they would not hesitate in recommending the club to others. Children look forward to attending each day and they are reluctant to go home at the end of the day due to the fun they are having. Staff work effectively in partnership with the host school. They have ongoing discussion with teachers regarding what aspects of children's learning are being focused on in school and how these can be complemented through the fun activities they offer in the club. Consequently, a shared approach to children's learning is promoted.

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	EY315328
Local authority	Leeds
Inspection number	935871
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	64
Name of provider	Kaleidoscope Day Nurseries Ltd
Date of previous inspection	08/03/2011
Telephone number	0113 253 4968

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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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