

KOOSA Kids After School Club at Shottermill Junior School, Haslemere

Shottermill Junior School, Lion Lane, HASLEMERE, Surrey, GU27 1JF

Inspection date	04/11/2013
Previous inspection date	Not Applicable

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's behaviour is very good. They understand the importance of being kind to each other, share and take turns during play. Praise and encouragement from staff ensures children feel secure and included.
- Staff develop positive relationships with parents and children. Parents comment they are pleased with the provision and the range of information provided to them.
- Staff are highly skilled at supporting children's well-being. As a result children are enthusiastic about coming to the after school club where they socialise with a wide range of children and have great fun.

It is not yet outstanding because

- Children's independence is not fully supported at snack time.
- Opportunities for children to make independent choices in their play are not fully established.

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 held discussions with the supervisor, management and provider at the beginning of the inspection and throughout the session.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and qualifications, and a sample of written policies.
- The inspector spoke with staff and children at appropriate times during the afternoon.
- The inspector spoke with parents about their views on the club.
- The inspector toured the premises with the supervisor.

Inspector
Jane Franks

Full report

Information about the setting

KOOSA Kids After School Club registered in 2013. It is situated at Shottermill Junior School in Haslemere. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attending come from Shottermill Infant and Junior schools. The after school club runs during term time from the end of the school day until 6pm. Children are mainly accommodated in the large main hall, have access to toilets, two enclosed playgrounds, and a woodland area. Children have access to an additional hall and art room at set times. There are currently 26 children on roll who attend for varying sessions and three of these are in the early years age group. There are three members of staff, two of whom hold early years qualifications.

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 children to develop their independence, for example, by pouring their own drinks at snack times

- increase opportunities for children to make independent choices in their play.

Inspection judgements

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

Children are supported well in the club environment. Each early years child has their own key person and they spend time getting to know the child and helping them to settle. For example, new children and their parents are asked to complete 'All About Me' forms and this gives the child's key person knowledge of the child's interests and abilities when they first join the club. In addition the school complete a transition form with information on children's progress and next steps in their learning. Staff monitor children's learning through observing children at play and identifying their achievements. The key person continues to work closely with parents. For example, they ensure parents are kept fully informed about their children's progress through regular discussions.

Staff place strong emphasis on learning through play, having fun and building positive relationships. Staff use the information gathered from observations of children to plan stimulating and challenging activities that meet children's individual needs and interests. Children are supported by well-deployed staff who spend their time chatting with the children and showing a real interest in each individual. They engage children in conversations whilst they play, to encourage their critical thinking and language skills. For

example, they use open questions, asking children to tell them about their constructive play. Staff know children well and listen with genuine interest to what they have to say. They move around the hall to be available to join in with children's play providing a successful balance of supervision, interaction and modelling of ideas. For example, staff adjust tables to support children in making dens with blankets and materials brought in from the outdoor environment. This helps to facilitate and support children to acquire the skills and capacity to learn and to assist them in their future learning.

Children enjoy and benefit from their time at the club. Children show confidence and good communication skills as they confidently play alongside their peers. For example, when playing with small construction bricks children exchange and share ideas as they build models together. Children make good progress in their learning as they join in with a balance of play experiences which cover the seven areas of learning. Although inconsistent, children can make some independent choices in their play when accessing the indoor and outdoor environments. Staff take children's individual needs and interests into account as they plan and organise activities to engage and motivate children.

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

The club is welcoming to children and parents. Children settle well through the warm relationships developed by staff. Children's well-being is promoted as children form secure attachments to staff through continuity in their care and learning. This is because an effective key person system helps to ensure staff work in close partnership with parents. Parents comment very positively about the care their children receive. Children tell their parents that they love attending the club. They talk confidently and assertively about the activities they enjoy and show a good awareness of their own needs. They are considerate and play well with their peers. Children's ability to communicate with other children and adults helps them to be prepared for transitions in their life, such as changing teachers or moving classrooms. Staff work well together to make sure that all children receive the care and support they need and daily routines are familiar to children which helps them to feel safe and secure. For example, snack time is a time to engage children in discussion about the rules of the club, for social interaction and the children enjoy sitting with their friends and discussing the school day.

Children have plenty of opportunities to develop a good understanding of a healthy lifestyle and the importance of exercise. For example, they are provided with nutritious snacks and help staff prepare the table, promoting life skills. However, there are missed opportunities to further these skills, for example by encouraging children to pour their own drinks. Children learn about the importance of good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children access enclosed outdoor areas with a range of stimulating and challenging resources to reflect the age groups and needs of the individual children. For example, children enjoy a range of ball games and skipping in the outdoor environment. As a result children grow in confidence as they develop their physical skills.

Children behave well as they are encouraged to take responsibility for themselves, learn to listen, share and be kind to others. This results in an environment where children quickly learn what is expected and they cooperate with each other. For example, younger children are invited to join in the older children's games and develop a sense of achievement, such as successfully potting a ball in a table top snooker game. As a result, children grow in confidence and self-esteem and form positive relationships with their peers.

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

The club provides a strong welcoming environment, which values and respects children and their parents. The management and staff team fully understand their responsibilities to ensure they meet the requirements of the revised Early Years Foundation Stage and they do it well. This is the club's first inspection since registering and they have worked hard to provide a good quality service which is reflected in their practice. For example, comprehensive documentation, including written policies and procedures, underpin the good practice within the club. Management seek the views of parents and children to support the effectiveness of the provision. The staff team contribute their views and opinions to the self-evaluation process. As a result, the team work together well to provide a safe environment where children's welfare is protected and their learning and development promoted.

Procedures for recruitment are robust; they include full vetting of all staff to ensure their suitability. Effective induction procedures help new staff to fully understand their roles and responsibilities. Staff performance is monitored through observations, at staff meetings and appraisal systems. Management understand the importance of continuous professional development as all staff undertake regular training. Staff have up to date safeguarding and child protection knowledge, are clear about their roles and responsibilities to safeguard children and take positive steps to safeguard children's welfare. Routine safety checks contribute significantly to children's safety and well-being. Staff are vigilant about children's safety and supervise children well as they move between the indoors and outdoors. Induction systems are comprehensive to ensure that staff are clear about their roles and responsibilities.

Staff engage with parents extremely well and this is a strength of the club. Parents confirm they are very pleased with the setting. They find staff are friendly and helpful and keep them fully informed about their child's achievements. The setting has good working relationships with the onsite schools, and this impacts positively on the transition for children into the setting.

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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460661
Local authority	Surrey
Inspection number	911102
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	28
Name of provider	Koosa Kids Ltd
Date of previous inspection	not applicable
Telephone number	08450 942 322

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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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