

# Koosa Kids After School Club at Pangbourne Primary School

Pangbourne Primary School, Kennedy Drive, Reading, RG8 7LB

<b>Inspection date</b>	04/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 arrive at the club with enthusiasm after their day at school and settle well.
- Children benefit from a good range of activities and make independent choices from these.
- Staff enjoy their work and support children securely. As a result, children are developing positive relationships with them and other children.
- Parents benefit from good information about the club and communication with staff.

### It is not yet outstanding because

- At times, staff do not always fully extend children's understanding of basic adding and subtracting during activities.
- Staff have not fully considered taking steps to involve children in the preparation of their snack.

## 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 range of resources and activities on offer to the children.
- The inspector observed the staff's interaction with the children.
- The inspector spoke to the children and staff present, and a meeting was held with one of the directors of the company.
- The inspector spoke to a parent to gain their feedback about the club.
- The inspector viewed a sample of paperwork, including records of suitability and policies and procedures.

## Inspector

Sheena Bankier

## Full report

### Information about the setting

KOOSA Kids After School Club at Pangbourne Primary School registered in 2013. It is privately managed by KOOSA Kids Ltd who operate a large number of other out of school provisions in and outside the Berkshire area. This club operates from Pangbourne Primary School near Reading, Berkshire. Children have use of a large hall, covered courtyard, two playgrounds and a field for outdoor play. It is open Monday to Friday from the end of the school day to 6pm, term time only.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age group. The club also offers after school care to older children. The club employs a regional manager to oversee the running of the club, who has a level 7 qualification. A supervisor with a level 3 qualification is employed to manage the club on a day-to-day basis. A further member of staff with a level 2 qualification is employed to work with the children.

### What the setting needs to do to improve further

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

- enhance children's further awareness of basic adding and subtracting during activities
  
- take steps to include children in helping to prepare their snacks to enhance their self-help skills further.

### Inspection judgements

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

Effective procedures help to find out about children's level of development on entry to the club. For example, staff ask the reception class teacher and parents to complete information about children's progress across all areas of learning. This provides good information to enable staff to complement children's learning in their main setting and to identify if children require further support or challenge. Staff understand children's progress securely as they complete formal and informal evaluations of each session's activities. This helps them to consider the resources effectively on a day to day basis that will support children's progress further. Staff communicate with parents daily regarding their children's needs, which promotes a shared approach to supporting children's learning needs.

Children arrive happily after their school day and demonstrate a confident understanding of the routines, such as putting their belongings away. Staff welcome them warmly and chat to them about their day, which puts children at their ease. They interact with children well and provide a good quality of teaching. Staff become involved in children's self initiated activities and support their learning securely. For example, they help children use their imaginations as they build with construction and create with art and craft materials. This encourages children to use their small physical skills and to use their creativity. While they play, staff encourage children to share their ideas and to chat. This promotes children's language skills through discussions and encourages confidence in their own ideas.

Children benefit from resources to use indoors that supports the development of their large physical skills. For instance, children and staff play with a large scale skittle game, which promotes children's coordination skills. Staff encourage children to count the number of skittles as they stand them back up again. However, they do not always extend this fully to encourage children to use simple adding and subtracting as part of the game. Children take part in topics that support their positive understanding of the world, such as learning about food from around the world. They develop their good knowledge and understanding through an effective range of learning experiences, such as discussions, artwork and trying different foods.

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

Children settle well at the club. Staff develop a secure understanding of children as individuals as good information is sought from parents about their children. The atmosphere at the club is relaxing, which gives the club a different feel for children from being at school. A good range of resources and activities are available for children to make independent choices about their play and learning. Staff display the toys and resources attractively, which invites children to play. For example, books are set out so children can easily see them, and there are cushions for them to relax and enjoy the books in a cosy area.

Staff raise children's good awareness of the rules and boundaries of the club, which promotes their safety securely. They encourage children's effective understanding by asking questions and encouraging discussions. This helps children to consider their own and others safety, for example, why it is important that they do not run inside. Staff support children in developing friendships and cooperation skills, such as involving children together during activities that include turn taking.

Children enjoy healthy, well-balanced snacks that sustain them until their next meal. They benefit from drinks of water, which promotes healthy choices. Children's independence is encouraged effectively as they clear away and wash up their cups and plates. Currently, staff have not fully considered taking steps to involve children in the preparation of their snack to promote their self-help skills further. Children have opportunities for active play indoors and outside, which promotes their physical development securely. They enjoy playing energetic outdoor team games that involve plenty of running around as well as

using resources, such as hoops and balls. This enables children to develop a good range of physical skills as well as promoting their well-being through exercise effectively.

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

Staff demonstrate a secure understanding of their responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. They demonstrate a good understanding of their responsibilities to safeguard children including the procedures to follow in the event of concerns arising. Staff supervise children closely, and safety procedures are regularly practised with them, such as the evacuation drill. Consequently, children and staff confidently understand emergency procedures. Staff carry out daily risk assessments to minimise potential risks and hazards to children effectively. Recruitment procedures are robust with checks undertaken for new staff to ascertain their suitability for working with children.

Staff benefit from regular team and individual meetings to support their professional development. They demonstrate a strong commitment to developing their practice through attending further training. Regular audits take place at the club, which promotes good quality care and experiences for children. Staff welcome children's ideas and parents' feedback is valued and responded to positively. Staff working at the club review and evaluate each session to make ongoing improvements. They monitor the resources and activities carefully to ensure they are covering all areas of learning to benefit children's good progress. Staff enjoy their work with the children and in turn encourage children to enjoy their time at the club.

Good information is available to parents about the club, for example, through the company website and information on display at the premises. Staff warmly welcome parents as they arrive to collect their children and spend time chatting to them. This supports strong partnerships with parents. Staff liaise with the school on a regular basis and encourage the appropriate sharing of information about children's needs. This promotes continuity in meeting children's care and learning needs.

### **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	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

<b>Unique reference number</b>	EY466922
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	928667
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Koosa Kids Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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, 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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