

Koosa Kids After School Club at Godalming Junior School, Godalming

Godalming Junior School, Hallam Road, GODALMING, Surrey, GU7 3HW

Inspection date	03/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 very confident and motivated to play and learn as they develop close bonds with the enthusiastic and friendly staff.
- Staff use effective systems to get to know children quickly and use children's interests and ideas to shape the planning of activities.
- Successful partnerships with parents and the schools children attend, help staff to support children's individual needs well.
- Effective leadership and management help to safeguard children and bring about ongoing improvements for children and staff professional development.

It is not yet outstanding because

- Staff do not always remind children to use good manners to fully promote children's behaviour.

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 outside.
- The inspector had discussions with parents, staff and children.
- The inspector sampled a range of documentation including children's records, staff records, safeguarding procedures and risk assessments.
- The inspector carried out a joint observation with the session supervisor.

Inspector

Jacqueline Munden

Full report

Information about the setting

Koosa Kids After School at Godalming Junior School registered in 2013. It operates from an outbuilding in the grounds of Godalming Junior School, Surrey. The club has use of the school grounds and the hall. The club is open each school day from 3pm until 6pm. The club provides a minibus collection service from Farcombe Infants, Busbridge Infants and Moss Lane Primary Schools. Children are collected from local schools. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 31 children on roll, of these; seven are in the early years age group. The club supports children with special educational needs and/or disabilities. There are three members of staff working with the children including the supervisor. Of these, two hold recognised 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:

- help children to further develop their good manners by making sure all staff consistently encourage children to say please and thank you.

Inspection judgements

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

Children thoroughly enjoy their time in the club. They are happy and excited to see the staff and their friends as they arrive. Staff make children feel welcome as they talk about what they have been doing at school. Staff involve children fully in the club and welcome their ideas for activities and food they would like for snack. Staff provide shaving foam on the day of the inspection following a request by children. As a result, they feel valued and demonstrate high levels of confidence. Children enjoy exploring the foam, writing letters and numbers in it. Staff ask how it feels and what it smells like to promote children's language skills.

Staff are happy to play games with the children they show an interest in. They patiently teach children to follow the rules a guessing game for example and talk about the differences of the people in the pictures. This helps children to recognise people are different and teaches them about the wider world. Outdoors, staff are energetic and take part in a chasing game to the delight of the children. Staff recognise the individual development stages children have reached and know that some children are happy to play independently. For example, staff carefully watch and move around with children who prefer to master the challenges of the climbing equipment. They make sure children are safe and offer support and encouragement when needed. As a result, children are very confident and show good levels of skill and pride when accomplishing the circuit of

balance and climbing apparatus.

Staff plan some activities for each session with a focus on having fun. A recent topic allowed children to work together to make kites and a wall collage of objects that fly. This encourages children to work collaboratively and explore their creative ideas. Children are starting to take part in the activities that staff have planned to coincide with and to celebrate the World Cup football event. Staff get to know the children when they start at the club by talking to them about what they enjoy doing. Staff make observations of children's interests and achievements and use them to accurately assess children's levels of development. They work closely with parents and the schools children attend to plan the next steps in children's learning. As a result, children develop high levels of self-esteem and social skills. They are active learners and make good progress.

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

Children are very happy; they forge strong bonds and trust with staff. Children show they feel safe and secure as staff get involved in children's play and spend time talking to them. Staff promote children's emotional development well. Overall, they are good role models and foster a kind and respectful atmosphere in the club. Children are encouraged to listen to each other and use each other's ideas in games they play such as tag. Younger children benefit greatly from playing alongside the older children, who happily include them in their games. Children behave well as staff encourage children to negotiate and discuss ways to overcome their differences. This helps children prepare for their future learning and be able to deal with conflict. Staff recognise and praise good behaviour. This has a positive impact on children who show pride and strive to receive another. However, staff do not always promote children's good manners at meal times for example, by reminding them to say please and thank you. Therefore, children's behaviour is not fully promoted.

Staff place a strong focus on safety in the club. They are alert and follow effective procedures to keep children safe and to promote their well-being. Children take part in fire drills so they know how to act in an emergency. Staff regularly talk to the children about how and why they need to follow the club rules in order to keep safe. Children happily recite the club rules showing they understand them. Children keep within the coned areas in the playground showing they follow the rules. As a result, children are aware of keeping themselves safe. Staff provide a healthy and nutritious afternoon snack, which helps children learn about healthy lifestyles. Children follow effective hygiene routines and spend lots of time outdoors, which promotes their good health. Children burn off energy and build stamina as they dash around playing chase and clambering over the climbing equipment outdoors. Children are independent and willing to wash their plates and cups after snack. Staff provide an interesting play environment through a good range of resources that children enjoy and that meet children's developing needs and interests.

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

Management has a secure understanding of the safeguarding and welfare requirements. The implementation of rigorous procedures when recruiting staff, and their ongoing supervision, helps to ensure the suitability of all adults. All staff undergo a thorough induction including informing them of their roles and responsibilities in helping to protect children. Risk assessments are used effectively to help make sure children are kept safe. Effective procedures are implemented to protect those children who are collected from other schools and brought to the club by mini bus. Staff have a good knowledge of the child protection procedures to follow should they have a concern regarding a child. Their knowledge is continuously updated through training and discussions at team meetings.

The management team has a clear understanding of the learning and development requirements. They use successful systems to monitor the play and learning activities the enthusiastic and experienced staff provide. Ongoing staff appraisals are used to target their professional development. Management and the staff work together to implement effective systems to evaluate all aspects of the club. They seek feedback from parents and children to help them identify areas for improvement. This strengthens the already firm partnership working and helps to ensure children's needs are met. Parents report their children are very happy at the club. Their children make friends with the children from other schools, which widens their friendship base and understanding of others. Trained staff support children with special educational needs and/or disabilities well, which helps the club to provide an inclusive environment. Staff work with other professionals and agencies involved in children's care and learning to deliver a consistent approach. This has a positive effect on each child's welfare and learning.

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

Unique reference number	EY472372
Local authority	Surrey
Inspection number	948234
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	31
Name of provider	Koosa Kids Ltd
Date of previous inspection	not applicable
Telephone number	08450 942322

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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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