

KOOSA Kids Holiday Club at Court Moor School, Fleet

Court Moor School, Spring Woods, Fleet, Hampshire, GU52 7RY

Inspection date	30/10/2014
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 confident and motivated to join in because staff offer them interesting activities.
- Behaviour is good. Children play well together because staff discuss the rules with them from the outset. Therefore, children are aware of what is expected of them.
- Staff give high priority to the safety of children. They attend training, deploy themselves effectively, and implement the policies and procedures well. These measures help to keep children safe.
- The management provides strong leadership and has an ongoing commitment to improve the quality of provision to benefit children.

It is not yet outstanding because

- Staff do not consistently help children to make informed choices about their snacks, or extend children's understanding about healthy eating.

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 had a tour of the areas used by the club.
- The inspector observed staff and children.
- The inspector carried out a joint observation with a member of management.
- The inspector examined a sample of policies, paperwork and other documents.
- The inspector examined development plans and discussed the evaluation process.

Inspector

Alison Southard

Full report

Information about the setting

KOOSA Kids Holiday Club at Court Moor School is a children's holiday activity scheme run by KOOSA Kids Ltd. It registered as a holiday playscheme in 2006, and is located within Courtmoor School, in Fleet, Hampshire. Facilities for the children include four classrooms, a hall and refectory, two dance studios, a large sports hall and a playing field. There are currently 105 children on roll, 25 of whom are in the early years age group. The provision is open from Monday to Friday during every school holiday throughout the year. It attracts children from a wide geographical area. The scheme offers an extension zone for parents who require childcare, from 8.15am to 6pm, and a standard activity day from 10am to 4pm. The staff care for children with special educational needs and/or disabilities. Children are organised into age groups for various activities. They come together for break times and extension times. The children bring their own packed lunches. There are twelve staff who work at the club. Six staff have relevant childcare qualifications at level 3 and one has a foundation degree. The club is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

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 understanding of healthy lifestyles by providing more opportunities to help them learn about healthy eating.

Inspection judgements

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

Staff provide children with interesting and exciting activities. Children are motivated to take part in a variety of activities, because the staff are enthusiastic and encourage children to join in. For example, children excitedly joined in with go-karting, taking turns and cheering on their team. Staff implement the key-person system well and keep useful records of children's achievements. They make some observations of children as they play. This allows staff to plan interesting activities, which reflect children's individual interests and needs effectively. Staff maintain positive relationships with parents by sharing information with them on a regular basis. This includes information about children's progress and the events of the day. They do this using daily feedback forms and through discussion at collection times. These forms also take into account the views of the children and what they have enjoyed that day. Staff then use this information for future holiday club planning.

Staff provide a good range of activities and resources that are always available to keep children occupied. They plan the holiday club activities with a balance of adult-led

activities and free play time. This allows the children to learn to be part of a group and also to make decisions for themselves about what they would like to do. Staff hold meaningful conversations with the children. For example, when the children were deciding what to make from clay they asked useful questions to help children to think for themselves. Children enjoy craft activities, and use scissors and glue effectively to make their own creations. Staff encourage children to put their names on their creations and share their achievements with others. This provides children with a good sense of belonging and raises their levels of self-esteem.

Staff interact very well with children and recognise when to offer individual support or attention. They make time to play, successfully extending children's enjoyment and understanding. For example, they explained to the children how they need to take turns and where to stand when playing team games. Staff talk to children constantly, asking them questions about what they are doing and offering encouragement for them to explore their own ideas. Children show good speaking and listening skills and, when necessary, are able to follow staff instructions well. Throughout the club children are engaged, busy and make good use of their learning environment.

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

Staff promote children's emotional well-being effectively. They encourage new children to settle quickly. They take the time to talk to them about what they would like to do and help them to learn the routines of the club. Staff are good role models with regard to behaviour and social skills. They discuss club rules and make this a fun activity for the children. For example, staff asked children to put their hands up to tell them a club rule. The child who was able to do this first won a point for their team. Children were excited to take part and listened well to others' answers. Further explanations by staff reinforced children's understanding about certain rules. Consequently, behaviour is very good because children know what is expected of them from the outset. Clearly embedded routines also help children to feel confident and secure.

Staff promote good hygiene procedures well. Children know the routines and wash their hands willingly before snack time and after going to the toilet. Children of all ages sit together and socialise. However, the current organisation of snack and lunch-time routines means that, at times, staff do not fully promote children's understanding of healthy eating. For example, they do not consistently encourage children to choose healthier options from their lunch boxes at snack time. Therefore, they do not take all opportunities to raise children's awareness of healthy eating.

The environment is welcoming and staff make good use of the space available to them. For example, there is a cosy area for children to relax and look at books, a construction area and a craft area. There is a good range of equipment to allow children to explore and make choices. Staff interact well with children, playing games such as basket ball and encouraging children to take turns. There are daily opportunities for outdoor play and children enjoy free play time, or more organised team games. Staff ensure they listen to children and take their wishes into consideration. This supports children's all-

round development and emotional well-being.

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

The managers and staff follow effective systems to safeguard children and promote their welfare. They are aware of the procedures to take should they have concerns about a child. Rigorous recruitment procedures are followed to determine staff suitability to work with children. New members of staff receive a thorough induction into the club's policies, procedures and practices before they start. Staff practise fire drills regularly and children and adults know what to do should an emergency arise. For example, a group of children were asked to role play the procedure they would follow in the event of a fire as a reminder to everyone. Staff are deployed effectively so that every day there are sufficient staff available to support the children. This includes staff with first aid qualifications. They risk assess all areas and activities to promote children's safety, and they supervise children well. This ensures children are kept safe during their time at the club.

Overall, partnerships with parents are good. Parents comment positively on the friendly and approachable staff team. They report on how their children enjoy attending the club. They feel staff keep them up to date about the activities that their children take part in, and any other useful information.

The management team is committed to the continuous improvement of the provision for children. Parents, staff and children are involved in the self-evaluation of the club and contribute to the plans for future improvement. The leadership team members meet to discuss changes and enhancements they would like to make to the club. This is as a result of reflecting on their practice, and feedback they obtain from parent and staff questionnaires. For example, as a result of parent feedback they introduced go-karting on different days of the week to allow more children to enjoy this activity. Managers carry out observations on staff to ensure good standards are maintained. This means management and staff have a good awareness of what they do well and areas to focus on to promote continuous development. Through planning, staff include a range of activities and experiences that cover all areas of learning, are fun and offer children choices. This includes provision for children with special educational needs and/or disabilities. As a result, children enjoy their time at the club.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY337936
Local authority	Hampshire
Inspection number	834878
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	96
Number of children on roll	105
Name of provider	KOOSA Kids Limited
Date of previous inspection	26/05/2009
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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