

# KOOSA Kids Holiday Club at Whitton School, Whitton



Whitton Sports And Fitness Centre, Whitton School, Percy Road, TWICKENHAM, TW2 6JW

<b>Inspection date</b>	28 July 2016
Previous inspection date	22 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- Coaches expertly lead well-planned activities that are extremely interesting and challenging. For example, children are divided into groups and take turns rolling a dice. They collect the corresponding number of building bricks in their groups and build models cooperatively. Children develop skills across all areas of learning as they play.
- Children have excellent opportunities to initiate their own play. There is a great balance of adult-led and spontaneous play. For example, children play with remote controlled cars, creating their own race tracks and rules for a race. They play fairly with others.
- Children have great opportunities to use their creativity during art activities. For example, they paint animals on cardboard as they learn about nature. Children use their creations to decorate carts that they use for a racing activity outdoors.
- Following the last inspection, immediate actions were taken to improve the ongoing flow of information with parents. Coaches and parents exchange regular information about children, who fully benefit from an environment that expertly meets their needs.
- Coaches are expert in communicating their expectations to children. They are excellent role models for positive behaviour and praise children's efforts. Coaches enthusiastically celebrate children's good behaviour and ideas. Children behave extremely well, are confident, self-assured and have exceptional fun at the club.

## What the setting needs to do to improve further

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

- increase the variety of resources and toys to allow children to even further explore and represent their own ideas through their imagination and role play.

### Inspection activities

- The inspector observed children's activities and spoke with coaches and children during the inspection.
- The inspector discussed activities with the supervisor and coaches and spoke with the senior coordinator and with one of the directors of the club.
- The inspector looked at documentation including confirmation of the suitability of coaches, policies and procedures and evidence of reflective practice.
- The inspector looked at written feedback from parents and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Leaders and coaches participate in regular safeguarding and child protection training. They are confident about the steps to take should concerns arise about children's welfare. Leaders are highly committed to protecting children. They follow strict recruitment procedures and are expert in preparing coaches for their roles. There are thorough induction, training and supervision meetings for coaches. Leaders review coaches' suitability to work with children through regular checks. Leaders and coaches are confident in implementing new ideas for children. There is a highly effective culture of reflective practice, which always involves parents. Ensuring children's safety is the utmost priority. There are meticulous procedures to risk assess play areas and sport games. Children are closely supervised at all times. Additionally, there are strict procedures to collect children from the club. The arrangements for safeguarding are effective.

### Quality of teaching, learning and assessment is outstanding

Coaches work with parents in inspirational partnerships to promote children's learning. Ideas are expertly exchanged to ensure that support for children is continuous. For example, coaches skilfully obtain detailed information from parents about children's cultural backgrounds. They innovatively celebrate festivals with children at the club. All activities for children are astutely planned, across all areas of learning. For example, children eagerly play 'soak the coach', and when in groups they decide on tricky questions to ask coaches. When coaches get the answer wrong, children make them wet with water. When children get the answer wrong, they get wet. Coaches confidently adapt activities and inspirationally meet all children's interests. For example, children enjoy varied writing tools to draw animals. Then, they decide to draw clothes with animal prints, while coaches expertly engage them in talking about their outfits and fashion. Children have access to a wide range of interesting books, developing literacy and mathematical skills at a fast pace as they play. However, there is capacity to enhance the variety of resources to boost children's opportunities for their imagination and role play. The highly qualified coaches are outstanding teachers, who meticulously observe and assess children's skills. They are talented in promoting children's learning through play.

### Personal development, behaviour and welfare are outstanding

Children are very comfortable and settled at the club. They eagerly participate in routines that are expertly designed to promote their independence, confidence and social skills. Children enjoy group activities with others of different ages, which allow them to learn skills from each other. Mealtimes are social opportunities when children learn about healthy eating, hygiene and self-care. Children build strong attachments with coaches, who skilfully invest in quality time with them. Children speak highly of coaches and parents relate that they are always excited about going to the club. Coaches expertly involve children in learning the importance of keeping fit and active. Discussions with children are targeted to encourage them to try their best at all they do. Children learn to cheer and celebrate each other's achievements. They are physically active throughout the day, but also benefit from quiet activities and time to rest. Children learn about what is right and wrong, and develop an exceptional awareness of personal safety.

## Setting details

<b>Unique reference number</b>	EY412126
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	1040051
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 13
<b>Total number of places</b>	100
<b>Number of children on roll</b>	225
<b>Name of registered person</b>	KOOSA Kids Limited
<b>Registered person unique reference number</b>	RP900842
<b>Date of previous inspection</b>	22 August 2011
<b>Telephone number</b>	08450942322

KOOSA Kids Holiday Club at Whitton School is run by KOOSA Kids Ltd and was registered in 2010. The club employs 18 members of staff, 10 of whom hold appropriate early years qualification at level 3. The club's supervisor holds a degree in early years. The other eight members of staff hold qualifications in sport and coaching, and two hold qualified teacher status. The holiday club operates every school holiday on Monday to Friday and from 8.15am to 6pm.

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