

# Koosa Kids After School Club At Wellington Primary School, Aldershot



Wellington Community Primary School, Alexandra Road, Aldershot GU11 1QJ

<b>Inspection date</b>	1 October 2018
Previous inspection date	Not applicable

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

## Summary of key findings for parents

### The provision is good

- Staff provide children with a wide range of enjoyable activities. Staff interact well with the children and have a good understanding of their interests and needs. Children describe how they enjoy their time at the club and how they love attending.
- Staff work well together and have a good understanding of how to complement and meet children's interests and individual needs. They join in with the children's play, and demonstrate a genuine interest and enjoyment in being with them.
- Staff welcome children's ideas, such as when they identify the additional activities and resources they would like to use. For example, when they ask to take torches outside so they can continue a bug hunt.
- Management and staff evaluate their practice well and are supportive of each other in developing their skills and strengthening provision that benefits children.

### It is not yet outstanding because:

- Staff do not give children consistently clear boundaries during outside play, so that they fully understand how to keep themselves safe.
- Staff do not manage the routine transition times between activities, such as snack and garden play effectively, to ensure that children are not waiting for extended periods of time. Younger children become distracted as they wait for their turn.
- Staff sometimes miss opportunities to engage the quieter children in the different activities.

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

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

- review the planning and set up of the outside area to ensure all children understand the boundaries to help keep themselves safe while playing
- improve the transitions during routine activities, such as snack, so that younger children have less opportunities to become distracted while they wait
- ensure staff involve the quieter children in their play and fully support their engagement in different activities.

### **Inspection activities**

- The inspector observed practice and staff interactions with children, and assessed the impact of this on their learning.
- The inspector explored the arrangements for safeguarding of children. She also completed a joint observation with the operations manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements, and the use of the self-evaluation process.
- The inspector took account of the views of parents and their comments via questionnaire results.
- The inspector sampled a range of documentation, including suitability checks of staff that work directly with children and children's records.

### **Inspector**

Nina Lambkin

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and all staff have a clear understanding of their roles and responsibilities to protect children, and the procedures to follow if they have a concern. Staff undertake effective daily risk assessments to provide a safe and stimulating environment. The senior management team has a good understanding of the legal requirements. For example, they ensure that staff record accidents and incidents accurately. Robust recruitment and vetting arrangements ensure that staff are suitable to work with children. There are good processes to support staff and encourage their professional development. For instance, all new staff are expected to have completed statutory training before the end of their probation period. The club staff develop positive relationships with parents and other professionals that use the setting. For example, staff efficiently pass on information between teachers and parents to provide continuity of care. The new manager is enthusiastic and has a clear vision for improvements to continue to raise the quality of the setting.

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

Children persist and concentrate well during activities and extend the skills they develop in school. Staff provide children with fun activities that support them to listen and work together as they play games. For instance, while playing board games, children wait their turn and encourage their friends to find the right coloured counter. Staff support younger children's learning, such as counting spaces as they move their counter forward and with recognising basic colours. Staff observe the youngest children to ensure they know them well and to build a picture of their development while at the club. Children comment they like building with toy bricks and playing outside. Children have opportunities to explore their creativity, such as through art and craft activities.

### Personal development, behaviour and welfare are good

Overall, children's behaviour is good and appropriate for their age. Staff set out clear rules and boundaries with the children for inside play to help guide them. Children learn about their own and others' similarities and differences, for example during role play. Staff help children to be physically active and to have access to fresh air. For example, children enjoy playing with footballs and looking for bugs in the dirt. Staff provide children with a positive role model. They encourage children to ask politely when they need help. For example, when a child loses a tooth and they ask staff for help to get it home safely. Children show good independence as they do things for themselves. For example, they place their belongings together in crates, so they know where all their things are.

## Setting details

<b>Unique reference number</b>	EY500394
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10076769
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	36
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	KOOSA Kids Limited
<b>Registered person unique reference number</b>	RP900842
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0845 094 2322

Koosa Kids After School Club At Wellington Primary School Aldershot registered in 2016. It is managed by KOOSA Kids Ltd. It operates Monday to Friday, term time only, from the end of the school day to 6pm. It only serves children who attend Wellington Primary School. There are five staff members who support this club with four being qualified to a full and relevant Level 3 training.

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