

Inspection of KOOSA Kids Breakfast and After School Club at Crookham Junior School, Fleet

Church Crookham Junior School, Oakwood, Church Crookham, Fleet, Hampshire
GU52 8BW

Inspection date:

20 November 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children excitedly enter the club after a busy day at school. They are confident and self-assured and show respectful bonds with all members of the team. Staff make good use of the risk assessment process to ensure that all areas are safe for children to play and explore. Children behave well. They are fully aware of the rules for good behaviour and how to share and interact with other children. The key-person system in place helps the youngest of children to settle quickly into the normal routines. Staff carefully observe and support children to help them to build a strong sense of belonging and emotional well-being. Children use their independence skills to serve themselves snack and enjoy the task of washing up their plates and cups when they are finished. Children have opportunities to play both indoors and outdoors and this helps them to have access to fresh air and space to move around. However, staff do not make the best use of planning for the outdoor environment to entice and capture the engagement of all children. Children choose from a wide variety of resources that helps them to be creative and imaginative. For instance, children write stories together and make up their own games. They use material and pegs to create their own 'den' and this also provides them with time away from the busy areas of the club if required.

What does the early years setting do well and what does it need to do better?

- Leaders and managers support all staff members well. New members of staff receive a thorough induction into all processes they need to follow. Staff receive a focused approach towards their professional development and consistent supervision helps them to reflect on their own practice.
- Partnerships with parents are effective. They are fully included in their child's enjoyment at club from the very beginning. Staff seek information on children's likes and dislikes and use this to plan activities and opportunities to capture their interests. There are successful partnerships in place with the schools that children attend with daily feedback being prioritised and shared. The headteacher of the school in which the club is situated, has a high regard for the professional way in which the club is run and monitored by the owners and the leadership team.
- Staff are good role models, who show children respect and use consistent boundaries to help children to understand their expectations. Children are kind, patient and show high levels of empathy. Older children enjoy reading the younger children stories and also help them to use toys and resources to build on their skills.
- Children enjoy playing in the outdoor areas to help them to release energy and enjoy the fresh air and space to run around. However, staff do not make the very best use of their planning to entice and captivate all children to engage in

this environment.

- Staff support children's communication and language well. Children engage in deep conversations with team members who enjoy hearing about their adventures at home or what they have done at school that day. Children have access to many information books and stories. For example, they find out interesting facts and become enthralled as they read about different kinds of snakes and reptiles.
- Leaders and managers use a good process to evaluate all areas of the club. They value the comments of the parents and the staff in helping to identify areas for change. However, they do not involve children fully in this process to capture their own ideas and suggestions of things they would like to add to their experiences.
- Children enjoy problem-solving together and show an understanding of working in partnership with others and taking turns. They show high levels of engagement and concentration as they play board games together and use large dominoes to work out number sequences.
- Younger children use their imaginative skills as they pretend to make 'dinner' in the home corner. They use their real-life experiences in their play and enjoy playing with the dressing-up clothes, creating and acting out various characters of their choices. Staff provide children with time to play together and do not interrupt unnecessarily. This helps children to build on their own self-reliance and confidence in building their peer friendships.

Safeguarding

The arrangements for safeguarding are effective.

Every effort is made to ensure that children and families feel safe and secure in the environment. The whole team are trained and vigilant around safeguarding and understand their responsibility to continually keep children safe. They are confident in how they would identify potential signs of abuse. All staff understand the policies and procedures and what to do if they are concerned for the safety of a child. All areas are secured with locked doors and gates to keep children safe at all times. Recruitment procedures are robust to ensure the suitability of all staff who work directly with the children.

Setting details

Unique reference number	EY429928
Local authority	Hampshire
Inspection number	10128746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	55
Number of children on roll	90
Name of registered person	KOOSA Kids Limited
Registered person unique reference number	RP900842
Telephone number	08450942322
Date of previous inspection	14 December 2015

Information about this early years setting

KOOSA Kids Breakfast and After School Club re-registered in 2011. The club employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5. The club opens from 7.50am until the start of school and from after school to 6pm, Monday to Friday, during term times only.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector had a tour of the school areas used for the breakfast and after-school provision. The inspector held a discussion with the headteacher of the school and also held a leadership meeting with the nominated individual and senior managers.
- A range of documentation was sampled, including suitability checks, policies and procedures, staff recruitment procedures and training. The inspector observed children at play and staff interactions.
- The inspector held discussions with the managers, the staff and the children at appropriate times throughout the inspection. The inspector also took into account how partnerships with parents are prioritised and supported.
- Discussions were held with staff about their safeguarding knowledge and understanding, including the procedures they would use to report any concerns for a child's welfare.
- A meeting was held with the wider leadership team about staff training and their continuous professional development and how this helps to enhance the experiences of the children who attend the club. The inspector discussed the use of self-evaluation and the current areas identified for improvement.

We carried out this inspection 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.

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