

Inspection of KOOSA Kids After School Club at Alderwood Infants School

Alderwood School, Belle Vue Road, Aldershot, Hampshire GU12 4RZ

Inspection date:

16 December 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 are very aware of the routine of the club and wait patiently in their schools for staff, who they call coaches, to collect them. Children behave well. They form strong bonds with the staff and animatedly talk to them as they walk back to the club. Staff listen to them and take a real interest in what they are saying, encouraging them to share more details. Staff tell them about the activities already set out and about any that staff are planning to lead.

Children excitedly enter the building and confidently share the club rules with the staff. They know they need to wash their hands before they prepare their own snacks and are confident to make these for themselves from the food available. Staff carefully observe and support children, especially the younger ones and those new to the club. They have high expectations of children and encourage them to make their own decisions and resolve minor conflicts for themselves. They sensitively build on children's strong sense of belonging and emotional well-being.

Children choose what they want to do while at the club. They enjoy imaginative play with their friends and use everyday objects as props, such as hair dryers as aircraft. Children enjoy constructing with plastic and wooden bricks. They make models of their faces and attempt to build high towers, working out how to keep the tower stable as it grows taller.

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

- The management team has several systems in place to help it evaluate the effectiveness of all its provisions. It seeks the views of the staff, children and parents and then implements changes to the club that will improve children's experiences. For example, the addition of everyday objects within the club for children to use as props has led to an increase in their imaginative play.
- Staff are positive role models and share consistent messages about what they expect of children. They listen to children's ideas and provide materials and resources to enable them to build on these. Staff help children learn how to manage their emotions, such as when they feel cross because a friend has not been fair during a board game.
- Staff receive good support from their colleagues and the management team. They complete an induction process and learn about their roles and responsibilities. Staff receive support from their club leader and have regular supervision and appraisal meetings with their regional manager. At these sessions, staff discuss any training needs, their well-being and opportunities for their ongoing professional development.
- The staff have a good knowledge of children's individual needs and personalities.

They are sensitive to children's feelings and know when they need space or time to themselves. Staff positively build on children's self-esteem and meet their needs well.

- The club environment is welcoming to children. Staff ensure that it is safe for children to play in. They make full use of all the rooms to meet the differing needs of the ages of children present. Children say they enjoy coming and like the staff.
- Staff make good use of the risk assessment process and discussions on safe play. This helps to ensure that children remain safe and learn to assess and take risks safely for themselves. All children demonstrate good behaviour, and share and interact with each other and the staff well.
- Staff organise adult-led activities, such as making 'gloop', and children can choose to participate if they want to. They initially set out pots of cornflour and water, and children discuss how these feel as they mix them together with their spoons and hands to create the 'gloop'. Children explore the mixture and ask staff to pour more cornflour when they feel they need it. They engage with each other and the staff well during this activity.
- The supervisor observes staff and reflects how they can extend on their practice and children's skills and engagement even further. For example, she identified during 'gloop' play that the cornflour and water could stay within children's reach as they were capable of measuring and pouring them for themselves.
- Partnerships with parents and the linked school are well established. The management team and staff share information effectively about the children and their session. Parents have access to the club's policies and see information about what has been occurring in the club during that session on a noticeboard. School staff share with the club's staff details of any accidents children have had so they can be aware of these. Staff share these with parents, along with a leaflet to advise them what to look out for in the event of an accident to a child's head.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff demonstrate a secure understanding of how to identify and report a concern for a child's welfare. They all have their own copies of the policies and procedures to refer to. The designated safeguarding lead and staff regularly update their knowledge of safeguarding, including the 'Prevent' duty, to remain up to date with current procedures. Recruitment procedures are robust and help to check the suitability of all staff. The premises are secure, and all staff's mobile phones are kept in a locked room away from children.

Setting details

Unique reference number	EY406744
Local authority	Hampshire
Inspection number	10128738
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	50
Number of children on roll	91
Name of registered person	KOOSA Kids Limited
Registered person unique reference number	RP900842
Telephone number	08450942322
Date of previous inspection	8 October 2015

Information about this early years setting

KOOSA Kids After School Club at Alderwood Infants School registered in 2010. It operates from Alderwood Infants School in Aldershot, Hampshire. Staff collect children from Alderwood Infant and Junior School. Children attend from the end of the school day to 6pm, during term time. There are four staff who work with the children at the club.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The supervisor and inspector completed a learning walk together of the areas the club uses and discussed how the range of activities provided indoors and outdoors engage children.
- The inspector held discussions with the management team, staff, children, parents and a representative of the link school at appropriate times throughout the inspection.
- The inspector checked a sample of documentation, including evidence of staff's suitability and training.
- The staff shared with the inspector their safeguarding knowledge and understanding, including the procedures they would use to report any concerns for a child's welfare.

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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