

Inspection of Koosa Kids Breakfast And After School Club At St Mary's & St Peter's Primary School, Teddington

St. Marys & St. Peters C of E Primary School, Somerset Road, Teddington,
Middlesex TW11 8RX

Inspection date:

9 September 2021

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children have fun and look forward to attending this well-resourced club. As COVID-19 (coronavirus) restrictions have lifted, children are no longer confined to their class 'bubbles' while at school or at the club. This has helped to build positive peer relationships between children. For example, staff 'buddy' older children with the younger children. This has supported the younger children to feel settled and secure in the club, while the older children enjoy a sense of responsibility and feel valued.

Children make independent choices about their play in the spacious indoor and outdoor environment. Leaders give children a sense of ownership over their club as they contribute to ideas for club activities. Children's physical development is promoted well. They enthusiastically take part in outside activities, such as team ball games and group challenges. They listen to instructions well and encourage their friends as they cheer them on in a game of football penalties.

Children are polite and respectful to one another, and behaviour is excellent. Leaders reinforce the 'Koosa Rules' at the start of each session and children have a clear understanding of these. Children know that these rules apply to everyone, for example, they encourage their friends to tidy up after themselves.

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

- Leaders and managers support staff well. All staff complete a detailed induction process. They have access to ongoing training, and their performance is reviewed in an annual appraisal. Staff feel supported by leaders, and are passionate and enthusiastic about their roles. Leaders and managers recognise that staff will need further support and guidance to adapt to the easing of COVID-19 restrictions.
- Leaders and managers have an accurate understanding of the setting's strengths and weaknesses. They have a clear vision for the club, and use feedback from staff, parents and children to make improvements. For example, parents felt that the COVID-19 restrictions affected how staff shared information with them. This meant that they did not have a clear understanding of their child's time at the club. As a result, the setting explored alternative ways to communicate, such as making more use of emails and setting up a whiteboard with daily information about the exciting activities. Parents feel confident to leave their children in the staff's care.
- Children who are new to the setting settle in quickly. Parents complete a detailed booklet with information about their child, their routines and likes and dislikes. This helps staff to get to know children and their families well, and contributes to the strong relationships between staff and children. Parents are aware of who their child's key person is.

- Children enjoy a range of healthy snacks, including fresh fruit and vegetables, and are encouraged to drink plenty of water. They learn about the food they are eating, where it comes from and why it is good for them. They learn to adopt good hygiene practices, such as washing their hands before eating their snacks.
- Staff interact very well with children, joining in their play enthusiastically. Children are happy to share information about their day at school and their home lives. Staff get to know children well. The relationship between staff and the host school is strong. Information is shared in order to meet children's needs, support their learning at school and to keep them safe.
- Children enjoy taking part in imaginative play. They demonstrate this as they use information and technology equipment with confidence in the role play area and relate this to their own life experiences. They work together and listen to the views of their friends.

Safeguarding

The arrangements for safeguarding are effective.

All staff are aware of how to recognise signs of possible abuse, and have a clear understanding of the procedure to follow should they have concerns about a child in their care. Staff receive ongoing training to keep their knowledge up to date. Leaders and staff fully understand the wider issues around safeguarding, such as their responsibility under the 'Prevent' duty. Appropriate information is shared with the host school to ensure that children are kept safe and their needs are met. The premises are secure, and staff complete risk assessments of the areas used by children.

Setting details

Unique reference number	2524849
Local authority	Richmond Upon Thames
Inspection number	10205238
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 at time of inspection	4 to 13
Total number of places	45
Number of children on roll	214
Name of registered person	KOOSA Kids Limited
Registered person unique reference number	RP900842
Telephone number	01276 21884
Date of previous inspection	Not applicable

Information about this early years setting

KOOSA Kids Breakfast And After School Club At St Mary's and St Peter's Primary School, Teddington is located in Teddington, in the London Borough of Richmond upon Thames, and registered in 2019. They provide before- and after-school care for children aged from 4 to 11 years. The breakfast club runs from 8am until the start of school, and the after-school club runs from the end of school until 6pm.

Information about this inspection

Inspector
Claire Hunt

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector went on a learning walk of the areas used by the setting, to see how they are organised and the range of activities provided.
- A meeting between the inspector and the manager took place. They looked at relevant documentation and evidence of the suitability of staff working at the club.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with parents, and took account of their views of the setting.
- The inspector observed interactions between staff and children.

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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