

Inspection of Koosa Kids After School Club At Wellington Primary School, Aldershot

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

Inspection date:

6 January 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children demonstrate that they feel safe and secure, as they happily play and explore in the inclusive environment. They report that they enjoy the time they spend at the club and the many activities available to them. For example, they dress up as astronauts and pretend to travel into space. Children interact well with each other. As they complete creative activities, they talk to each other about what they are doing. For instance, telling their friends that they are cutting out 'hair' and politely asking others if they can pass the glue.

Children enjoy the time they spend outdoors. The club staff ensure that children have a wide range of experiences to encourage them to be physically active. For example, children play outdoors with bats and balls and enjoy skipping games. They eagerly show staff the skills they have acquired, such as being able to jump very high when skipping. Children happily recall when they have done skipping before, such as at the holiday club.

Children are keen to engage with staff and, overall, staff interact well with them. For example, children eagerly engage in conversations with adults and share their past and present experiences.

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

- Leaders have been proactive in reflecting on the impact that the COVID-19 pandemic has had on the setting. They have identified that although children are supervised well, some less-experienced staff do not always interact with children as effectively as they could. Therefore, leaders have identified staff training and support as an area of ongoing development. They have recently employed a training coordinator to help further identify and close any gaps in staff knowledge and skills.
- Children are happy and settled. Staff successfully nurture them and meet their individual needs. For instance, they recognise that some children need extra emotional support and 'time out' from others after a busy day at school. Therefore, they have provided a quiet area of the club, so that these children can relax and rest when needed. Children of all ages use this area to look at books and older children read to younger children, who listen with interest.
- Children persevere well with activities and receive encouragement and praise from the staff. For example, when they build with wooden bricks and these fall, staff encourage children to try again until they succeed. This helps to build children's confidence, helping them to believe they can succeed in their achievements.
- Children learn about the importance of leading a healthy lifestyle. For example,

they know and understand about germs and the importance of washing their hands at appropriate times. Staff provide children with healthy snacks and children demonstrate a good understanding of the importance of making healthy food choices.

- Children behave well. Staff act as a positive role model. They provide guidance and effective strategies to help guide children's behaviour. The club has clear rules and boundaries and staff encourage children to consider how their behaviour may have an impact on others. Children enjoy the company of their friends. They play cooperatively and staff encourage children to share and take turns.
- Staff are attentive to children's needs and help them learn how to keep themselves safe. For instance, they learn about internet safety through regular discussions.
- Leaders make good use of annual appraisals to help monitor staff performance. They encourage staff to continue their professional development. For example, staff attend regular meetings to share ideas and develop their skills further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are aware of their roles and responsibilities in keeping children safe. They have a good understanding of the procedures they must follow to safeguard children. They demonstrate a good understanding of how to recognise potential signs and symptoms of abuse and neglect. They know what to do if they have concerns about a child's welfare or the conduct of a member of staff. This includes wider safeguarding issues, such as exploitation and extremism. The provider checks that staff are suitable through robust recruitment and induction procedures. This helps to promote children's safety.

Setting details

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| Unique reference number | EY500394 |
| Local authority | Hampshire |
| Inspection number | 10216835 |
| 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 11 |
| Total number of places | 36 |
| Number of children on roll | 111 |
| Name of registered person | KOOSA Kids Limited |
| Registered person unique reference number | RP900842 |
| Telephone number | 0845 094 2322 |
| Date of previous inspection | 1 October 2018 |

Information about this early years setting

Koosa Kids After School Club At Wellington Primary School, Aldershot registered in 2016. It operates Monday to Friday during term time only, from the end of the school day to 6pm. There are three staff members, one of whom has a relevant level 3 qualification.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector sampled documentation, including staff qualifications, and evidence of paediatric first-aid training.
- The inspector completed observations throughout the inspection of the adult and child interactions, both indoors and outdoors.
- The inspector asked staff questions throughout the inspection to establish staff's understanding of how to safeguard children.
- The views and opinions of the children and parents were considered during the inspection.

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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