

# Inspection of KOOSA Kids Breakfast, After School and Holiday Club at The Heights Primary, Caversham

The Heights Primary School, 129 Upper Woodcote Road, Caversham, Reading RG4 7LB

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Inspection date:

22 August 2022

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

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision does not meet requirements**

There are weaknesses in the arrangements for safeguarding. Staff do not have a clear understanding of their roles and responsibilities. This includes how to report concerns about colleagues should the need arise. This means children's safety cannot be assured.

Despite these weaknesses, children come in happily and settle quickly. They begin to form secure friendships with their peers. Children enjoy taking part in a variety of activities based on a theme each week. For example, children take part in dinosaur-themed activities. Children enjoy drawing and painting their own dinosaur creations. They share the different types of dinosaur they know with staff.

Children behave well. They listen to the instructions given by staff. Children confidently repeat the rules back to staff. They show a good knowledge of what to do in the case of a fire. They jump up and demonstrate the safety drill as a group and loudly shout out the steps, such as 'walk in pairs'. Children explain that they have 'lots of fun' and like 'playing with all their friends.' Younger children excitedly take part in organised games run by the coaches. They are keen to win, and enjoy 'beating' the coaches in the game. Older children enjoy activities such as treasure hunts.

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

- Staff take part in a thorough induction, which includes learning about a range of safeguarding issues. However, leaders and managers do not effectively monitor staff to ensure that they understand their ongoing safeguarding responsibilities.
- Despite the weaknesses in safeguarding, there are some effective processes to identify weakness in staff practice. Leaders plan to address these through their quality assurance processes.
- There are good arrangements to identify children who need additional support. The enrolment process encourages parents to share information about their child. This is then used to help settle the child and receive the support they need.
- Children with special educational needs and/or disabilities (SEND) are supported well with the resources available. The focused care that staff provide for children with SEND makes a positive difference to those receiving it. They are happy and settled. However, the time that staff dedicate to supporting individual children means that other children receive less support and attention.
- Leaders and managers demonstrate a secure understanding of risk assessments and how to ensure children's safety. They ensure that each team coach has a copy of the possible risks and how to minimise these for every activity.

- Children's health and well-being is supported well. For example, children are encouraged to wash their hands at frequent opportunities, and always before eating.
- The COVID-19 pandemic has had a significant impact on the provider's ability to retain and recruit staff. Leaders highlight there is a shortage of qualified staff when they have tried to recruit. They also highlight the lack of training opportunities in the out-of-school care sector as a result of the pandemic. Although there are enough staff to meet the required ratios, the impact on the quality of interaction and support is evident.
- Staff group children appropriately. There are three groups, based on the different ages of children. This helps staff to target activities to reflect each age range. For example, older children have more complicated crafts and trickier board games to play with.
- On the whole, staff manage children's behaviour well. For example, children are encouraged to 'have a go'. However, at times, children lose interest and become restless when they are waiting for their turn in a very large group.
- There is a clear structure to each day. This is shared with parents in several ways, such as notice boards in the entrance. Children take part in a core range of activities. For example, they take part in creative, physical and free-flow activities. The timetable is carefully planned to take account of the needs of each age group. For instance, younger children have a physical activity at the start of the day, when they have the most energy.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff lack the appropriate knowledge to adequately safeguard children. They do not know how to contact external agencies in line with their local safeguarding partner processes. This includes how to report allegations about members of staff or how to report concerns about children themselves. Staff know some signs and symptoms that may indicate a child is at risk of harm. However, their knowledge is too limited. For example, they do not understand the risks posed to children by exposure to extreme views or behaviours, or issues such as county lines.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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<p>ensure all staff have up-to-date safeguarding knowledge, including what to do in the event of an allegation being made against a member of staff and how to report concerns about children to local safeguarding partners.</p>	<p>08/09/2022</p>
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## Setting details

<b>Unique reference number</b>	2656819
<b>Local authority</b>	Reading
<b>Inspection number</b>	10250668
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	5 to 12
<b>Total number of places</b>	70
<b>Number of children on roll</b>	310
<b>Name of registered person</b>	KOOSA Kids Limited
<b>Registered person unique reference number</b>	RP900842
<b>Telephone number</b>	01276 21884
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

KOOSA kids breakfast after school and holiday club is based in Caversham, Reading. The provision registered in September 2021. The club operates before and after school and during the school holidays, which runs from 8.30am to 6pm. There are 18 members of staff, of whom two hold early years qualifications at level 2 or above, and two hold teaching assistant qualifications.

## Information about this inspection

### Inspector

Natasha Jarvis

### 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 their evaluation of the provider.
- The inspector observed the staff and children throughout the day.
- Staff and the inspector held discussions.
- The inspector sampled relevant documents.
- Leaders and the inspector held discussions at appropriate moments.

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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