

# Inspection of KOOSA Kids Breakfast, After School and Holiday Club at Ashford Park Primary School, Ashford

Ashford Park Primary School, Station Crescent, Ashford TW15 3HN

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Inspection date:

24 April 2023

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

Children are happy to see their friends and staff on arrival at the club. They understand rules that help keep them safe and wash their hands on arrival, following good hygiene practises. Children immediately engage in conversation with staff, who actively listen and show an interest in what they have to say. Children are confident and settled, and independently select resources that follow their interests. They show good manners and say 'you're welcome' to the inspector when she thanks them for talking to her.

Children enjoy a variety of board games, where they learn about turn taking and how to follow different rules. Should children need it, they can spend time in quiet areas, where they can sit and relax to read books or simply chat to their friends. Children show excellent creative skills and become engrossed in making crowns for the King's Coronation. They design their own scrolls and write their own personalised letters to the King. This complements their developing writing skills at school.

Staff are tuned into children's interests and foster their creative flair. For instance, they provide children with the additional materials they need, to design and create puppets for their puppet show. Children show positive attitudes towards others and praise their friends for their achievements.

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

- The site supervisor and his staff team genuinely care for all children who attend the club. They ensure children have meaningful social experiences every day. This helps children of all ages to develop friendships and to actively communicate with others. For example, children are imaginative and act out their school day with their peers. They show excellent negotiation skills as they take on different roles.
- Children engage well in their chosen activities and show positive attitudes towards their play. They talk to their friends about their favourite movies as they build related construction models. Children learn how to risk assess their play environment. For example, they help clear a space large enough to actively use their models to act out the scenes of their much-loved films.
- Staff are good role models and have very high expectations of children's behaviour. This is evident in how they consistently model positive interactions with each other and the children. They support children and engage them in discussions about boundaries and club rules. Children of all ages comment on how much they enjoy coming to the club.
- Staff promote children's health and well-being effectively. Children that attend

before school enjoy a well-balanced breakfast at the start of the day. After-school children delight in a variety of nutritious snacks. Their growing independence is given priority. For example, children use knives to butter their own crackers, and naturally wash up their own plates. Mealtimes are relaxed occasions, where children enjoy discussions with their friends and staff. Children understand the importance of staying hydrated and the benefits of eating healthy food.

- Children have plenty of opportunities to be active. They delight in using climbing apparatus on the school grounds, and enjoy outdoor sports and games. Staff adapt activities accordingly to ensure all children can participate and build on their skills. This supports children's confidence and self-esteem. The holiday club offers an even wider variety of experiences for children, including additional arts and crafts and sports activities.
- The leadership team regularly reviews the provision. This, along with communication with the on-site school, helps to drive ongoing improvements that benefit the children attending. Leaders monitor staff performance and offer coaching and training relevant to their roles. For example, staff have a good understanding of online safety. However, the provider recognises that staff do not have a full awareness of how they could communicate these messages to children as they engage in activities, and plans to offer further training in this area.
- Partnerships with parents are good. Parents are positive and speak favourably about the club. They describe the staff as friendly and approachable, and are confident their children are safe and secure.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff work in continuity with teachers at the host school, to ensure children that are due to attend after school arrive safely and are appropriately signed in at the club each day. Robust recruitment procedures ensure that all staff are suitable to work with children. Staff access safeguarding training, and leaders check that this knowledge is kept up to date. Staff know how to keep children protected from harm. They understand the referral procedure to follow if there are concerns about children's welfare or the conduct of a colleague. Staff have a broad understanding of safeguarding issues, including female genital mutilation.

## Setting details

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| <b>Unique reference number</b>                     | EY487850  |
| <b>Local authority</b>                             | Surrey  |
| <b>Inspection number</b>                           | 10264385  |
| <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> | 4 to 11   |
| <b>Total number of places</b>                      | 80  |
| <b>Number of children on roll</b>                  | 320   |
| <b>Name of registered person</b>                   | KOOSA Kids Limited  |
| <b>Registered person unique reference number</b>   | RP900842  |
| <b>Telephone number</b>                            | 0845 094 2322   |
| <b>Date of previous inspection</b>                 | 14 June 2017  |

## Information about this early years setting

KOOSA Kids Breakfast, After School and Holiday Club at Ashford Park Primary School, Ashford registered in 2015. The breakfast club runs from 7.45am until the start of school, and the after-school club runs until 6pm, during school term time only. The holiday club runs from 8.15am to 6pm during school holidays. There are three members of staff that work term time in the before and after-school club. The site supervisor holds a relevant level 3 qualification. An additional 13 staff work in the holiday club, some of whom hold sports coaching qualifications.

## Information about this inspection

**Inspector**  
Jane Franks

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting, and has taken that into account in her evaluation of the setting.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The site supervisor and the inspector completed a learning walk to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities indoors.
- Parents' views were taken account of, through conversations.
- The inspector held discussions with the provider, staff, and children at appropriate times throughout 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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