

Inspection of KOOSA Kids Holiday Club at Whitton School, Whitton

Whitton Sports And Fitness Centre, Whitton School, Percy Road, TWICKENHAM
TW2 6JW

Inspection date: 27 May 2025

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 arrive at the club and excitedly greet and hug their friends. Staff take time to explain the daily routine to new children. They involve them in group games to help them build friendships. This creates a sense of belonging and helps children feel confident to join in. Leaders ensure that children have lots of opportunities to choose what they do. Children have fun building marble runs, role playing with baby dolls and reading stories together. Children laugh with glee as they splash the staff with water during an ice-breaker general knowledge quiz. The broad range of opportunities on offer means that all children are engaged and enjoy their time at the camp.

A good key-person system means that staff know children well. Each morning, staff go through safety rules with children. Children join in with a chant about the fire drill. Staff implement clear boundaries and reinforce their behavioural expectations before each activity. This helps children understand how to keep themselves safe.

Staff provide opportunities for children to develop their balance and coordination. Children practise throwing a ball and joyfully run after their friends in a game of chase. These activities help build physical confidence and support healthy development.

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

- Leaders foster creativity through the varied opportunities on offer. For example, children create their own monsters by cutting sponges into shapes and dipping them in paint. Staff encourage imaginative thinking by discussing the different features of the monsters. They celebrate the children's ideas and praise their efforts. Children also have access to drawing materials and are free to design their own pictures. As a result, children feel proud of their creations and develop confidence in expressing themselves.
- Staff support independence by encouraging children to take responsibility for themselves and their actions. For example, a staff member shows a child how to sharpen a pencil and then encourages them to try it on their own. Staff offer children support to keep on trying when things do not go to plan. As a result, children learn to persevere and solve problems independently.
- Children develop teamwork skills as staff encourage them to play cooperative games and participate in group activities with shared goals. They motivate each other while tidying up and help carry boxes together. Staff encourage children to cheer their teammates on during games. Staff guide children to communicate positively and resolve conflicts calmly. This helps children build strong social connections and learn how to work respectfully and supportively with others.

- Leaders gather detailed information from parents, including any additional support that children may need. They observe children closely to understand their preferences and needs and adapt activities and approaches to engage every child meaningfully. If children are hesitant to join in, staff offer alternative roles or gentle encouragement to support their participation. This personalised and responsive approach ensures all children feel valued and included.
- Staff manage transitions well. They give children five-minute warnings before moving on. Staff remind children gently about upcoming changes and explain the rules before each new activity. This helps children feel settled. Consistent guidance throughout the day allows children to move confidently between activities. As a result, children feel secure and comfortable within the setting.
- Children develop healthy habits through daily routines and learning opportunities. For example, they wash their hands before snack time to practise good hygiene. During snacks, staff talk with children about making healthy food choices, helping them understand why nutritious eating matters. These experiences help children build positive habits that support their overall health and well-being.
- Staff take part in ongoing training and professional development to maintain high-quality care. For example, they complete online training courses and attend in-person training days. Leaders observe staff during activities and provide feedback to help improve their practice. This continued professional development helps staff enhance their skills and knowledge, allowing them to better meet children's needs and create a positive environment.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY412126
Local authority	Richmond Upon Thames
Inspection number	10392315
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	100
Number of children on roll	276
Name of registered person	KOOSA Kids Limited
Registered person unique reference number	RP900842
Telephone number	08450942322
Date of previous inspection	15 August 2019

Information about this early years setting

KOOSA Kids Holiday Club at Whitton School, Whitton, registered in 2010. The club employs four members of staff, two of whom hold appropriate early years qualifications. One member of staff holds a level 6 qualification. The holiday club operates every school holiday from Monday to Friday, from 8.15am to 6pm.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Relevant documentation was looked at by the inspector, such as staff's suitability to work with children.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- Parents shared their views of the camp with the inspector through face-to-face discussions.
- The inspector observed staff and children's interactions, both indoors and outdoors.
- Children shared their views with the inspector.

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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