

# Koosa Kids After School Club at Jennett's Park Primary School

Jennett's Park Primary School, 3Tawny Owl Square, Bracknell, Berkshire, RG12 8EB

<b>Inspection date</b>	10/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children settle well on arrival at the club as staff welcome them warmly.
- Staff provide effective support to children's learning. This complements the children's learning and the progress they make in the school setting securely.
- The older and younger children play cooperatively together and enjoy their time at the club.
- Positive partnerships with the school, parents and carers promotes a consistent approach to supporting children's care and learning needs.

### It is not yet outstanding because

- The variety and selection of books are currently limited to promote children's interest in reading fully.
- There are few exploratory and technology toys and resources for children to investigate.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- Two inspectors were present at the inspection.
- A tour of the indoor and outdoor areas of the premises was undertaken.
- The inspectors observed children's play and activities and staff interaction with them both indoors and outside.
- The inspectors spoke with one of the directors of the company, the children, staff, the school deputy head teacher and a carer during the inspection.
- A sample of paperwork was viewed at the inspection, including children's records.

## **Inspector**

Sheena Bankier and Susan May

## Full report

### Information about the setting

KOOSA Kids After School Club at Jennett's Park Primary School registered in 2013. It is privately managed by KOOSA Kids Ltd, which operate a large number of other out of school provisions in and around the Berkshire area. This club operates from Jennett's Park Primary School in Bracknell, Berkshire. Children have use of a large hall, music room, and a playground and playing field for outdoor play. It is open Monday to Friday from the end of the school day to 6pm, term time only. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age group. The club also cares for older children. The club employs a regional manager with a level 3 qualification, who oversees the management of it. A supervisor with a level 3 qualification is employed, who takes day to day responsibility for the club. A further member of staff is employed with a level 2 qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance children's understanding of the world through widening the range of simple exploratory and everyday technology toys and resources.
  
- develop the selection and variety of books to promote children's interest in reading further

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide effective teaching methods through their good interaction with children. These help children practise and develop the skills they learn at school securely. For example, staff ask skilful questions during a game with dice. This enables children to use their mathematical knowledge and understanding, such as counting, adding and subtracting during their game. Staff introduce mathematical language, such as 'more' or 'less' during their interactions. This strongly complements and promotes children's learning and progress through play. Staff gather good information about children's starting points on entry to the club. The reception class teacher and parents complete comprehensive information about children's current level of development and progress. As a result, staff develop a secure understanding of each child's individual learning needs, which enables them to support children consistently. Staff complete daily evaluations of children's time at the club during each session. As a result, they consider children's learning and development needs securely. Staff communicate with parents and carers including school

staff about children's needs daily; this promotes a shared approach to supporting children's good progress. Parents are encouraged to become involved with their children's learning, for example, by supplying everyday materials for model making. Children benefit from a good range of activities to choose from after their day at school. Staff encourage children to share books together and to read out loud to them. However, the selection and variety of books is limited and therefore, does not actively encourage children's interest in reading. Children use their imaginations well to create their own three dimensional models. Staff effectively support children in developing their ideas, talking to them about what they would like to make and how they will do this. They provide an effective range of resources, such as tape, glue, scissors, paint, material and used food and drink packaging. Children practise and develop their small physical skills effectively as they cut with the scissors and assemble their models. They concentrate extremely well. Staff support their communication and language skills effectively through discussions and asking questions while children create their designs. Children have choices to play outside each day. They have a variety of areas and equipment to use to develop their physical skills effectively, such as fixed play equipment, balls and hoops. They learn about the natural world by taking the leftover food from snack to the bird table outside. Children have a CD player and a games console to use at the club, which supports their understanding of the use of modern technology. However, overall there are few exploratory and simple technology toys for children to use in their daily play to support their further understanding of how things work.

### **The contribution of the early years provision to the well-being of children**

Children arrive confidently from school and demonstrate a good understanding of the daily routines by putting their coats and bags away. Staff welcome them warmly as they arrive and children quickly settle on their own choice of activity. Staff have an extremely good understanding of children's individual backgrounds and talk to them about their home lives with confidence. They work closely with parents and carers as children settle in at the club. For example, they provide activities linked to children's interests so that children quickly settle and enjoy their time at the club. The older children are good role models to the younger children and invite them to join them at activities. They play cooperatively together across the age range, sharing resources and ideas. For example, after playing with some material, children go on to make a den with this and some cushions. Children's behaviour is good and they use good manners without prompting. Staff promote their effective understanding of fairness and respect during play. For instance, when staff and children have races with toy cars, they talk about how they should start at the same time so it is a fair race. Staff value and praise the children's efforts and achievements, which promotes their confidence and self-esteem positively. Children demonstrate a good understanding of when they need to wash their hands, such as before eating. They benefit from healthy snack and drinks including fruit to eat and water to drink. Staff sit with them at snack time and chat with the children, which makes it a positive social occasion. Children develop their independent self-help skills as they spread butter on their pitta bread. Staff raise children's good awareness of safety, for example, when using the knives they remind the children about potential dangers to themselves and others. As a result, children learn to use the knives safely. Children benefit from fresh air and physical

activity to support their good health, such as playing with a ball outside. The environment is welcoming and inviting to children and reflects their individual backgrounds. Children's artwork is displayed, such as information and flags from the different parts of the world, where children and their families come from. This values children's uniqueness well. Notice boards display information for parents and children, such as the club rules. Staff set out a variety of toys and resources on comfortable mats or on tables. This provides a good range of different activities and play experiences for children to choose from independently. Cushions near the television and in the book area provide areas for children to relax in after their school day.

### **The effectiveness of the leadership and management of the early years provision**

Staff and the management of the club demonstrate a strong understanding of their responsibilities to meet the Statutory framework for the Early Years Foundation Stage. They implement requirements securely, such as regularly practising the evacuation procedure, of which they make detailed logs of the effectiveness of these. Staff demonstrate a good understanding of their safeguarding responsibilities. This includes what signs and symptoms would raise their concerns and who they would report these to both within the company and outside of it. Staff complete daily risk assessments to minimise potential dangers to children. Robust recruitment procedures for new staff include checking their suitability to work with children. This promotes children's safety and welfare at the club securely. Staff monitor children's learning and development experiences through daily written evaluations of each session. Consequently, they review the resources and their practice to make any changes to benefit children's ongoing progress. Good self-evaluation processes support the club to identify its strengths and areas to develop further securely. The management team regularly visit the club to carry out quality checks. As a result, this supports the ongoing good practice at the club. Staff develop their professional development through attending team and individual meetings. These help identify their training needs along with improvements for the club. Children's and parents' ideas are welcomed both formally and informally. For example, parent surveys are regularly sent out to gain their views and opinions. Parents receive information about the result of the surveys and the management use their ideas and suggestions to target further improvements. The club demonstrates a strong capacity to maintain and drive good continuous improvement. Parents have access to good information about the club and the company who operate it. For instance, there is a website and a notice board at the premises to display information, including the policies. Staff develop friendly and welcoming relationships with parents and carers. They spend time chatting to them about their children's time at the club. This provides ample opportunity for them to share and exchange information. The management and staff have built strong partnerships with the school staff. Consequently, there is a positive base established for the school and club to work cohesively together. This promotes continuity of children's care and learning needs effectively.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY466921
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	928666
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Koosa Kids Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	08450942322

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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