

Inspection of KOOSA Kids Holiday Club at Castle Hill Primary School, Chessington

Castle Hill Primary School, Buckland Road, Chessington KT9 1JE

Inspection date: 10 April 2025

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Senior staff are good role models and lead their team confidently. They foster an environment where staff greet each child with warmth and enthusiasm. This welcoming atmosphere enables children to separate easily from their parents and carers. Children, including the younger ones, feel safe and secure. Staff have clear expectations for children. They expect children to behave well and follow their instructions. Children show good manners.

Staff plan various activities based on themes and children's interests, with age-appropriate challenges. For example, they ask children to jump on their feet, hop on one leg or perform star jumps during a group activity. These fun and physical activities allow children to demonstrate enthusiasm while developing their physical skills. Additionally, as children engage in these activities, they practise their counting skills, reinforcing their learning in school.

Outdoors, staff organise racing activities with go-karts and children happily participate. Staff encourage children to cheer on their peers, fostering a sense of camaraderie and teamwork. Children cheer, clap their hands and 'high five' each other to celebrate their successes. This reinforces positive social interactions and boosts children's self-confidence. Staff create a nurturing environment, which helps children to develop positive attitudes towards their play.

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

- Leaders establish good relationships with parents and the host school. They do this by communicating with them regularly. Parents agree that communication between themselves and staff is effective. They report that their children are happy and safe.
- Staff are skilled at promoting children's good health. They teach children about healthy habits, such as washing their hands at appropriate times. Children respond well to this and show their independence skills. Additionally, staff encourage children to drink water during activities to stay hydrated. This promotes children's physical health and well-being.
- Children enjoy various activities that stimulate their development. They like working together, which reflects their positive behaviour. For instance, during a planned activity, children discuss the answers to staff's questions and compete against other teams to win the game. Overall, children are motivated to play. However, staff occasionally do not consider how to fully engage all children, particularly those who are reluctant to participate in outdoor activities.
- Leaders ensure that there are many opportunities for staff to access training and support. Staff agree and are delighted with the professional development

opportunities available to them. For instance, they learn how to keep children safe in the setting and manage children's behaviour. These training opportunities help staff to build close and trusting relationships with children. Young children feel supported by their key person, which contributes to their positive behaviour. They demonstrate politeness by using words, such as 'please' and 'thank you', during their interactions with adults.

- Children participate in planned activities to develop various skills. For example, they practise mixing colours and making bubbles during a bubble-blowing activity. This supports children's physical and hand-eye coordination skills well. Children receive praise for their good efforts, which helps to raise their self-esteem.
- Staff manage mealtimes with great care and efficiency, ensuring the environment is warm and inviting for children. Children engage with their peers and build friendships. They feel comfortable asking staff for help when needed. Staff are present to supervise children effectively.
- Staff engage with children by reading a variety of books. This helps children to feel calm and relaxed. Children sit down and listen attentively, fostering a love for reading.
- Leaders actively seek and consider the perspectives of parents and children to rigorously evaluate their setting. For instance, based on feedback from parents, they ensure that families are well informed about their children's various activities. Additionally, leaders aim to enhance communication with parents by using digital devices to share relevant information and updates about the setting. They are also dedicated to building the confidence of all staff members, particularly those who are new to the organisation. Leaders want these efforts to help staff to feel more valued and supported.

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	2708963
Local authority	Kingston upon Thames
Inspection number	10372311
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	70
Number of children on roll	175
Name of registered person	KOOSA Kids Limited
Registered person unique reference number	RP900842
Telephone number	01276 21884
Date of previous inspection	Not applicable

Information about this early years setting

KOOSA Kids Holiday Club at Castle Hill Primary School, Chessington registered in 2022 and is located in the London Borough of Kingston Upon Thames. During school holidays, excluding bank holidays, the setting is open Monday through Friday, from 8.15am until 6pm. There are four staff members, including the manager who holds a qualified teacher status.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector spoke with children and staff during the inspection.
- Leaders showed the inspector around the area of the school, which the setting uses, and discussed the resources and activities they provide.
- Parents spoke with the inspector to share their views on the quality of the provision, which were taken into account.
- The inspector observed staff's interaction with children, indoors and outdoors.
- The inspector reviewed a sample of the setting's documentation, including staff's suitability.
- The inspector held meetings with leaders to discuss their work with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025