

Inspection of KOOSA Kids Breakfast, After School and Holiday Club at Hook Infant School, Hook

Hook Infant School, Church View, Hook RG27 9NR

Inspection date: 11 July 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children's happiness, enjoyment and well-being are central to this club's ethos. Staff take pride in creating a welcoming and safe space for children to relax, play and socialise after school. Children's ideas and interests are highly valued and thoughtfully incorporated into the planning activities and experiences, such as using water sprinklers on hot days. Children love to engage in mini projects, such as constructing a beach scene out of recycled materials as part of their topic about summer. They listen carefully to step-by-step instructions and remain committed to completing the task.

Staff invest time in getting to know each child's unique personality, often connecting with individuals through humour. This helps to foster warm and trusting bonds between children and staff. Some staff members also work at the host school and maintain a regular dialogue with children's class teachers, which has proved particularly beneficial for children with special educational needs and/or disabilities. By mirroring strategies used in school, staff at the club help to ensure consistency and continuity in children's care.

Staff are caring, supportive role models, who promote children's positive behaviour and attitudes. They sensitively guide children to be respectful towards others and skilfully explain how certain behaviours can affect those around them. This approach effectively nurtures children's social skills, resulting in a calm and harmonious atmosphere throughout the club.

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

- Leaders and staff are passionate about providing the highest quality of care. Senior leaders within the company work closely with the club's team to evaluate and continuously improve the service on offer. Staff are proactive in responding to feedback and speak positively about the guidance and support they receive from leadership. Relationships between leaders, staff, children and families are a clear strength. This is evident in the way older children reflect the staff's nurturing and helpful natures, for instance, by sharing their hobbies with younger peers, such as teaching them simple origami.
- The setting provides an inclusive environment for all children. Leaders ensure that children who require additional support are well understood and effectively supported by their key person. For example, staff work closely with individual children to help them recognise when they may need to use self-regulation techniques. A consistent approach across the whole team empowers these children to make meaningful choices, such as learning to wait patiently when resources are being used by others.

- Staff have high expectations around children's behaviour, including how they build friendships and express their feelings. Snack time is used as a valuable opportunity for staff to sit with children and talk about their school day. Children respond positively to this routine, willingly sharing their experiences and engaging in interesting conversations. Their cheerful expressions and smiles show that children of all ages value this opportunity to spend quality time with staff and their friends.
- The setting supports children effectively to develop healthy habits and positive attitudes towards eating, hygiene practices and physical activity. A variety of nutritious snacks are offered and children show enthusiasm when trying new options, which helps to promote healthy eating choices. Children understand the importance of hygiene, such as handwashing before eating. They love being outdoors and have plenty of opportunities to engage in a range of physical activities, such as throwing rings onto cones, aiming balls into low nets and balancing on low stilts. These experiences support children's coordination, control and emotional well-being, while also helping them benefit from access to fresh air and active play after school.
- Staff provide children with the time and space to create their own games. Children collaborate impressively as they work through minor problems that arise during their play. For example, while testing out their paper aeroplanes outside, one lands on a high beam. Children explore different solutions, such as using other paper aeroplanes to dislodge the one that is stuck. They persevere and remain determined to retrieve it. This demonstrates how well children share ideas and problem solve together.
- Parents are highly complimentary about the service the club offers. They value the knowledgeable and nurturing staff and appreciate how well each member of staff knows their child. Parents have observed significant growth in their children's confidence and personalities since attending the club. They are grateful for the happy memories their children share with them. This shows that children demonstrate increased self-assurance and enthusiasm, which reflects the positive impact of the club's supportive 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	EY550717
Local authority	Hampshire
Inspection number	10399762
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	186
Name of registered person	KOOSA Kids Limited
Registered person unique reference number	RP900842
Telephone number	01276 21884
Date of previous inspection	13 December 2019

Information about this early years setting

KOOSA Kids Breakfast, After School and Holiday Club at Hook Infant School, Hook registered in 2017. The breakfast club operates from 7.45am until the start of the school day and the after-school club runs until 6pm, during school term time only. The holiday club operates every school holiday from Monday to Friday, 8.15am to 6pm. Six members of staff work during term time, two of whom hold childcare qualifications at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders spoke to the inspector about how they organise their after-school provision, including the ways in which early years children are supported.
- Staff spoke to the inspector during the inspection.
- Children told the inspector about what they like to do when they are at the after-school provision.
- The inspector spoke with the nominated individual and operations manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and the children.
- The inspector read parents feedback during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff to 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.

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