

# Class Of Their Own @ West Hove Junior School

Inspection report for early years provision

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<b>Unique reference number</b>	EY267817
<b>Inspection date</b>	29/01/2009
<b>Inspector</b>	Victoria Turner
<b>Setting address</b>	West Hove Junior School, Portland Road, Hove, East Sussex, BN3 5JA
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

This is a privately run group. It opened in 2003 and operates from the canteen within West Hove Primary School in Brighton, East Sussex. The setting has links with the Early Years Foundation Stage provision in the primary school. A maximum of 48 children may attend the after school club at any one time and 80 in the holiday play scheme. There are currently 54 children aged from four years to eight years on roll. There are 11 children in the Early Years Foundation Stage. Children over the age of eight also attend. The club supports a number of children with English as a second language and children with learning difficulties and/or disabilities. The club is open each weekday from 15.15 to 18.00 term time only and 8.30 to 17.30 in the school holidays. The club is registered on the Early Years register and the compulsory and voluntary part of the Childcare register. All children share access to a secure enclosed outdoor play area. The club is on the second floor with disabled lift access and a disabled toilet on the lower ground floor. The club employs 10 staff, of these, seven hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting is eager to meet the needs of the local community and offer its facilities to a wide range of children. The staff are well aware of the recently introduced expectations of the Early Years Foundation Stage and meet regularly to discuss ways of improving the provision for this age group. The procedures for promoting children's welfare are good and there are extremely effective partnerships with parents and carers. The setting provides a wide range of activities that children enjoy, although weaknesses in assessment mean that children's individual learning needs are not always given the close focus they need. Effective self-evaluation ensures steady improvements to various aspects of the provision indicating a good capacity to improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- establish formal systems to assess individual children's achievements and progress and use this information to plan next steps in learning for the children

## The leadership and management of the early years provision

Good leadership and management is reflected in a well organised club that runs smoothly because of effective teamwork. All required documentation, records and policies to ensure the effective running of the setting are well maintained. The

consideration given to children's welfare is excellent, with rigorous arrangements for keeping children safe. Robust recruitment, vetting and safeguarding procedures are followed consistently. Staff are suitably qualified, all are trained in child protection procedures and visitors' identities checked before signing in.

Partnership with parents is good. Parents say that their children are happy at the club and appreciate the flexibility and dedication of staff. Parents are very well informed about their children's welfare and the club's activities through newsletters, parents' notice board, fliers and the club's website. They are always welcome to discuss their children's well-being and progress. The club caters extremely well for individual children's personal and pastoral needs and relationships with the children are good. The club has established effective links with extended services in order to support children who have learning difficulties and/or disabilities, including a local project for children with severe physical disabilities. This project, and other local initiatives, strongly promotes equal opportunities within the community, particularly so that the club's many opportunities are widely available. For example, it offers places at a reduced cost for children from families on a low income, free places for refugee children and employs workers with disabilities. The success of these initiatives has been recognised in a local business and community award.

The provider has a good understanding of the strengths and weaknesses of the club. All the staff are constantly evaluating their practice to find ways of improving the provision. The move to new premises, for example, has been very beneficial as it provides the setting with ample space for activities and storage. The recommendation from the setting's last inspection has been addressed. Parents' views are sought through questionnaires and children have a say in the learning experiences that they are offered. Ongoing staff appraisals ensure training needs are identified quickly and relevant training provided. All these factors ensure that children benefit from a wide range of activities, with daily opportunities for indoor and outdoor play. The setting is aware that it now needs to make better use of assessment to ensure that activities match children's learning needs more precisely.

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

The work of the club is firmly underpinned by the importance of providing children with a wide range of opportunities for play. This approach puts the club in a good position to meet the Early Years Foundation Stage requirements. Children have the opportunity to develop their imagination in the dressing up area and during play with small world toys. They make models with play dough, paint and draw. Children use equipment sensibly and safely. The spacious outdoor area is well used with a wide range of resources to develop children's fine and gross motor skills. For example, children enjoy riding bikes, playing football and using the skateboards. Art and craft materials are readily available, giving children the chance to make choices, explore and experiment with a variety of materials and resources. There are opportunities for children to develop their knowledge and understanding of the world through weekly cooking activities, selecting and manipulating construction materials, exploring other cultures, outdoor play and

outings. Staff know children well and observe and monitor their progress. Scrapbooks have been introduced to record children's likes and dislikes and achievements, and include photographic evidence of their learning experiences. However, formal systems for recording observations and individual children's achievements and progress towards the early learning goals are not in place. This means that, while activities are varied and enjoyable, they are not matched as closely as they should be to children's particular and individual needs in order to plan their next steps in learning. As a result, overall provision for children's learning is satisfactory, rather than good.

Children's welfare, personal, social and emotional development are fostered particularly well. They enjoy their time at the club. Well established routines enable children to settle in quickly on arrival and to feel safe and secure. The children are well behaved, motivated and confident. This is because the play workers are enthusiastic and friendly and share good relationships with the children in a relaxed and happy atmosphere. Each child has a key person who is responsible for meeting all their welfare needs and liaising with parents. There is a good staff ratio, which contributes much to the quality of care provided. Staff take effective steps to promote children's health and prevent the spread of infection. Effective procedures for administering medicines ensure that they are given, recorded and stored away safely. All members of staff have first aid qualifications. Risk assessments and daily health and safety checks are carried out both indoors and outdoors.

Children have a good understanding of how to stay safe and healthy. They know exactly what to do if they hear the fire alarm. They develop good hygiene habits and are encouraged to wash their hands before snacks and before cooking. Children's individual dietary needs are taken into consideration when planning snacks. They enjoy their snack time, which is a sociable occasion where conversation is encouraged. Children are provided with a healthy snack and a variety of fruit. They make a positive contribution to the setting by making choices about their play and are involved in planning the activities. They make choices on whether to go outside or stay indoors, and are involved in the decision making about snacks, equipment and resources. They work equally well independently, as a group, or with adult guidance and support. They build positive relationships with other children from different backgrounds and ages. Children's satisfactory progress in communication, language and literacy and mathematical development provide them with valuable learning skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.