

Class of Their Own @ Stanford Junior School

Inspection report for early years provision

Unique reference number	EY296222
Inspection date	26/02/2009
Inspector	Victoria Turner
Setting address	Stanford Junior School, Stanford Road, Brighton, East Sussex, BN1 5PR
Telephone number	07840869115
Email	bookings@classoftheirown.com
Type of setting	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

Class of Their Own @ Stanford opened in 2004. It operates from the lower hall in Stanford Junior School in Brighton. The out-of-school setting serves the local area. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The setting opens five days a week during term-time and during school holidays. Sessions are from 15:30 to 18:00 term-time and 08:30 to 17:30 during holidays. There are currently 113 children on roll, of these 17 are in the Early Years Foundation Stage. There are seven staff who work with the children. Over three quarters of the staff have early years or youth work qualifications to National Vocational Qualification at level 2, 3 and 4. The supervisor is qualified to level 3 in play-work and is currently studying for a Play-work Foundation degree. The setting receives support from a mentor from the Early Years Development and Childcare Partnership. The club is registered on the Early Years Register, and the Compulsory and Voluntary part of the childcare register. The club is on the ground floor and accessible to disabled users. There is a disabled toilet by the entrance and access to the playground.

Overall effectiveness of the early years provision

The overall provision is good. Children are cared for exceptionally well and all recommended aspects of learning are provided for well. Children's progress in all the six areas of learning is monitored through ongoing observations and assessments, and photographic evidence illustrating what children can do. The setting is fully inclusive and children with learning difficulties and/or disabilities and children for whom English is a second language are given good support. Partnerships with parents, the school and other agencies are outstanding. Effective self-evaluation ensures good capacity for continuous improvement.

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

The leadership and management of the early years provision

The leadership and management of the setting is outstanding. Recommendations from the previous inspection have been addressed. A wide range of good policies and procedures which are regularly reviewed, ensure that all welfare requirements of the Early Years Foundation Stage are fully met. Safeguarding and child protection procedures are robust. Very close links with the reception class teacher ensures that children experience a wide range of interesting activities and learning experiences. Detailed medium term and weekly plans from the school are used by

the setting to plan follow-up activities for the Early Years Foundation Stage children. All staff are Makaton trained. Whole staff training on conflict resolution has had a positive impact on the children's behaviour and they try to sort out their own disputes. The provider and staff are passionate about their work and have exceedingly high expectations for outcomes for children at this setting. They continuously reflect and evaluate their practice and management of the club. Children's individual needs are discussed as well as ways to improve the setting at weekly team meetings. Areas for improvement include using Picture Exchange Communication System symbols to label all resources and to provide a visual choice board for children. This aids communication especially for children with learning difficulties and/or disabilities and those who speak English as an additional language. Staff are appraised regularly and supervisors of the other 'Class of Their Own' clubs meet every term to share their knowledge and experiences and to discuss changes and ways to improve the settings. Information from annual questionnaires to parents, carers and staff, identify areas for improvement. A new training session on reflective practice for play workers will be added to the in-house training and staff will attend training on Inclusion in March.

The setting has an excellent partnership with parents and carers. Parents and carers receive an information pack about the club on completion of a registration form. They are very well informed through half-termly newsletters, a website for parents and the parents' notice board. They are very welcome to drop into the club or telephone if they have concerns about their children. The infant supervisor liaises extremely well with the reception class teacher, on a daily basis, to discuss any issues or concerns about the children who attend the club. The setting has established good links with the Chinese Educational Development Project. There are good links with the Extra-Time Special Inclusion club who offer support and advice on ways of improving the setting to become more inclusive. Some of their children attend the club during the holidays. Their staff come over to support staff at this club with strategies for inclusion. Refugee children are offered free places at the club. The setting also plans to support a local charity with fundraising.

The quality and standards of the early years provision

Play workers have a very good understanding of safety and complete a risk assessment for all equipment and activities to ensure that risk is minimised. They have a very good understanding of how to protect children and what actions to take, should they have any concerns about the children. Warm and caring relationships between play workers and the children, and excellent links with parents and carers enable children to settle in well and to feel safe and secure. Children's personal development is fostered particularly well.

The play workers have been trained in the new Early Years Foundation Stage framework and are effectively implementing it. Children learn and develop through play in a safe and secure environment. They have access to both indoor and outdoor play where they can experiment and explore ideas. They develop their creativity through tissue paper collage, painting, drawing and dressing up activities. Small world toys, Lego, tap-tap and stickle-bricks provide opportunities for talk and for developing their imagination and fine motor skills. They use

scissors and other equipment well. Children have started their 'All About Me' books where detailed observations are recorded, dated and annotated with references to play type and Early Years Foundation Stage areas of learning. Photographic evidence form part of the process. However, planning does not indicate how activities will promote individual children's progress towards the early learning goals.

Daily health and safety checks, and risk assessments ensure that the children play and learn in a safe environment. There is a good adult to child ratio which ensures constant supervision at all times. The Early Years Foundation Stage children are each allocated a key worker which helps them to feel safe and to meet all their welfare needs well. A new intercom system provides added security to the setting. Children are encouraged to be healthy by eating healthily and being physically active. Children are provided with a healthy snack, including a variety of fruit. They are involved in planning their snacks and are encouraged to make suggestions. Many children are aware of the benefits of physical activity and participate in free play, football or cricket. They use climbing equipment, tricycles and scooters to develop their gross motor skills. Children develop good hygiene habits and wash their hands before eating and cooking, and after using the toilet. Their dietary and medical needs are taken into consideration when planning snacks and cooking activities. A good range of activities promote all areas of learning. Children make choices on which activities they would like to participate in and decide whether to play indoors or outside. Children work independently or as a group and form positive relationships with each other. The children play well with other children of different ages and abilities. They are involved in decision making regarding snacks, activities, equipment and resources. Children are encouraged to tidy up at the end of a session. Children are happy to come to the club where they learn to socialise and gain self-confidence. They are encouraged to respect each other and accept each other's differences. The older children take on the responsibility of helping the younger children.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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.