

# Class Of Their Own @ St Pauls Primary

Inspection report for early years provision

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**Unique reference number**

EY360476

**Inspection date**

07/10/2009

**Inspector**

Brian Evans

**Setting address**

St. Pauls C of E School, St. Nicholas Road, BRIGHTON, BN1  
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**Type of setting**

Childcare on non-domestic premises

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## 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 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.

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## **Description of the setting**

Class of their Own at St. Pauls Primary was registered in 2007 and operates within St Pauls Primary school in Brighton & Hove. The setting uses the main hall and adjacent outside play areas. The setting is open Monday to Friday during the school term, from 08.00 to 09.00 as a breakfast club and from 15.00 to 17.45 providing after school care. The setting is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 40 children aged from four years to under eight years. Children from a number of local schools attend and there are currently 42 on roll including three who are in the Early Years Foundation Stage. There is wheelchair access and the setting supports children with special education needs and/or disabilities and children who speak English as an additional language. A staff team of six have appropriate experience and training.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children of all ages make excellent progress in their learning and development because they are provided with high levels of care and activities which build on their work in the mainstream school. Very strong partnership with parents and feeder schools enable the setting to be fully inclusive and to provide very well for the individual child. Children feel very safe and secure and have access to a wide range of play experiences and activities. Staff work together as a well-knit complementary team and continually strive to improve the provision through careful reflection on their practice thus ensuring a strong capacity to improve.

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

To further improve the high quality early years provision the registered person should consider:

- extend partnerships further within the community and seek out further local expertise to support children's learning through play

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

The experienced manager is an outstanding, dynamic leader who is supported by a very effective team of staff. The setting successfully aims to support and complement what the children do in school through creating a variety of play opportunities that cover all areas of learning. Staff eagerly take up training opportunities to further develop their roles and extend good practice. The strong recent focus on meeting the requirements of the Early Years Foundation Stage is confirmed in practice by evidence of excellent progress in children's early years learning profiles.

The setting's self-evaluation process is rigorous and the impact of new initiatives are closely monitored. Staff listen closely to what parents and children suggest and respond to their views as, for example, in the recent introduction of cookery sessions. Regular surveys of parents through informal discussion and questionnaires together with a well structured programme of activities underpin the setting's success. The setting works in productive partnerships with a number of outside agencies including the local authority and social services. These outside agencies visit regularly and are a part of the provision's self-evaluation process. However, staff recognise the need to broaden further their contacts into the local community and tap into its skills and support; for example, in the arts, sport and some aspects of special educational needs. All of the above factors underpin the setting's outstanding capacity to sustain improvement.

Resources are deployed to their best advantage and accessible for all ages including early years children. The setting's relationship with the host school is such that it has extensive use of its excellent facilities. The available space is very well managed and includes the main hall, the well-equipped playgrounds and large apparatus adventure activities and the outside grassed area with picnic tables.

Safeguarding procedures are very robust. No adult or visitor is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by staff.

## **The quality and standards of the early years provision and outcomes for children**

As soon as they arrive at the setting, children settle very happily, relate very well with one another and have fun. Staff collect children from other schools. They walk to the school wearing fluorescent safety jackets and when they arrive immediately join in activities with their friends in the club. They are confident and respond to the well planned and stimulating environment and the themes which are set out for them daily.

Boys and girls enjoy equally the full range of resources from the large dolls house to creating dens around the hall. The wet weather during the inspection did not deter outside play in the playground. Since the last inspection the setting has built up an impressive range of multicultural resources. Club staff unobtrusively ensure that no child is left out and offer themselves as very good role models by, for example, reading in the book corner. Each child has an excellent relationship with staff and in turn are treated and guided as individual personalities. Social and emotional needs and additional needs are met very well by sensitive adult intervention.

Brief written observations by staff on early years children are placed in their learning profiles. Every half-term these are analysed by the child's key person and

the next steps identified for each area of learning. For example, one child's 'All About Me' profile under language stated 'the next stage is to encourage the child to think up their own stories using their imagination and creativity'. In a number of respects the club exemplifies, in partnership with reception teachers and parents, the best practice in the learning and development of early years children. The assessment records confirm the care with which staff provide suitable experiences for early years children and how they complement work in mainstream school.

The setting's focus on welfare is excellent. Hygiene and health are emphasised and reviewed constantly. The setting keeps up to date on current health issues such as 'swine flu' on which it has clear policy. Children enjoy eating their organic fruit and drink and use the occasion to confidently talk with adults and with each other. Discussions with children confirm an excellent understanding of effective hygiene routines and the benefits of an active lifestyle. Behaviour throughout is outstanding and activities are characterised by a willingness by older and younger children to share and cooperate with each other.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **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