

# Class Of Their Own @ Fairlight

Inspection report for early years provision

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<b>Unique reference number</b>	EY406300
<b>Inspection date</b>	09/06/2010
<b>Inspector</b>	Jacqueline Patricia Walter
<b>Setting address</b>	Fairlight Cp School, St. Leonards Road, BRIGHTON, BN2 3AJ
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<b>Type of setting</b>	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).

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 @ Fairlight opened in 2010. It is run by Class Of Their Own Ltd and provides after school care only. It operates from two rooms within Fairlight County Primary School, which is in Brighton, in East Sussex. All children have access to an enclosed, outdoor play area. The provision is open each weekday from 3pm to 6pm, term time only.

A maximum of forty children under eight years, of which fifteen may be in the early years age range, may attend the provision at any one time. There are currently six children in the early years age range attending. The setting also makes provision for children older than the early years age group and is registered on the voluntary and compulsory parts of the Childcare Register.

The provision currently employs three members of staff. The manager holds an appropriate early years and play qualification. All other staff are working towards a Level 2 qualification in play work.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There is a suitable selection of resources and activities which children enjoy, enabling them to make satisfactory gains in most of the areas of learning. However, their individual needs are not always routinely met as staff are limited in knowing their individual learning needs. Weaknesses in leadership and management results in necessary documentation as well as systems to safeguard children not being in place or implemented as required. Children's learning and welfare is also compromised by the staff's limited qualifications in childcare and play. Partnerships with parents and other settings are appropriate overall, although some necessary information is not being shared with parents. Some self-evaluation and appropriate actions taken demonstrates a commitment to the continual improvement of the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure prior written consent is obtained from parents for each and every medication to be administered (Safeguarding and welfare) (Also applies to both parts of the Childcare Register) 23/06/2010
- ensure that half of all other staff hold a full and 23/06/2010

relevant level 2 qualification as defined by the Children's Workforce Development Council (Qualifications, training, knowledge and skills) (Also applies to the compulsory part of the Childcare Register)

- ensure the required information regarding the individual setting is shared with parents, with particular regard to the types of activities provided at the setting, the daily routines of the provision and the food and drinks provided for the children (Safeguarding and Welfare) (Also applies to both parts of the Childcare Register) 23/06/2010
- ensure there is a named deputy who is able to take charge in the absence of a manager (Qualifications, training, knowledge and skills). 23/06/2010

To improve the early years provision the registered person should:

- develop the learning environment to encourage children's choice and decision making skills, independence and sense of belonging
- develop resources and activities that encourage children to learn about, respect and value diversity of the wider world
- continue to implement the planning and observation system in order to challenge children effectively, with regard to ensuring that staff observe and identify developmental steps of all children in the early years age range, ensuring that parents are effectively informed on their children's learning and in establishing clear links with other settings that children attend
- ensure staffing arrangements are organised effectively, so that the adult:child ratios regarding the policy for collecting children from other settings is implemented appropriately
- ensure the evaluation is individual to the particular club.

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

Overall, the impact of leadership and management regarding safeguarding children is inadequate. The registered person ensures some aspects of staff arrangements meet the welfare requirements. For example, all staff have appropriate checks completed to ensure they are suitable to work with children and the manager has an appropriate Level 3 qualification in child care. However, there is not a named deputy available to take over in the absence of a manager and over half of the staff employed in the setting have not obtained a level two qualification. Staff demonstrate an appropriate knowledge and understanding of safeguarding children. They are fully aware of signs and symptoms that may present themselves, as well as the procedures to follow when concerns are raised with children or with adults in the setting. Almost all of the required documentation is held, professionally presented and easily accessible. However, children have little opportunity to develop a sense of belonging as there are few resources that help to make the learning environment welcoming, interesting and effective in creating

a sense of identity. For example, in the school hall that they predominately use there are no areas to display children's work or any posters or photographs, which reflect both their experiences and the wider world.

Staff, through discussion, demonstrate an appropriate understanding of supporting children with special educational needs or disabilities. They are in the process of establishing partnerships with other settings that children attend, which will in turn appropriate support the care and learning of all children. Partnerships with parents are appropriate, although some required information, such as the types of activities, the daily routines of the provision and the food and drinks provided for the children individual to this club, is not shared with parents. Parents' opinions are valued and when views are expressed the staff take action to address them. For example, they have recently increased the type of food on offer as result of parents raising concerns on the quantity available.

There is an appropriate commitment to evaluating and improving the quality of the setting in place. For example, during the relatively short time the setting has been registered, the manager and all staff have developed their own knowledge and skills by attending training in Safeguarding Children and in the Early Years Foundation Stage. They have spent time organising the paper work and some aspects of the environment to make documentation more organised and accessible, as well as evaluating gaps in the resources available. As a result, requests have been submitted to the registered body for more equipment and furniture, and documentation is now held confidentially and correctly. In addition to this, the registered committee has also conducted a self-evaluation. However, some of the good practice identified is not individual to this provision. Although these plans are limited at present they are likely to bring about some improvement.

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

Staff provide some aspects of a learning environment that is appropriate in helping children progress towards the early learning goals. For example, space is used suitably with the outside area being made available at all times. As a result, children are familiar with routines and have some independence in deciding where they wish to play. They are encouraged to develop some decision and choice making skills through staff putting out a selection of resources each day and rotating these to stimulate interest, and by staff recently introducing a system where they leave a table empty each day, allowing children to specifically ask for activities they wish to do. Although children are developing good relationships with their peers they have little opportunity to develop a sense of belonging as there are few resources that help make the environment interesting and create a sense of identity. For example, in the school hall that they predominately use there are no areas to display children's work or any posters or photographs, which reflect both their experiences and the wider world.

Through documentation and discussion staff evidence that there are appropriate systems starting to be introduced to help children progress and develop. Staff

interact with children in a caring way and know when to intervene and when to leave children alone. Some are also skilled in identifying and building on children's individual skills and interests. For example, they provide opportunities for children to extend and develop learning in communication, language and literacy and their imagination by encouraging them to discuss the activities they have done outside the setting and in accessing other resources, such as dressing up materials when playing role play games. However, the limited observations and planning of adult-led activities, the coherence of learning and development across different settings, as well as 75 percent of staff not having an appropriate qualification means that staff miss some opportunities to challenge children appropriately.

Children have appropriate opportunities to develop an understanding on keeping themselves safe. For example, they engage in fire drills and talk about safety as some dangers arise. They are developing appropriate knowledge on healthy living and eating, through participating in everyday good practice, such as washing their hands before eating food and making their own choices from a healthy selection of food. As a result, they know they must remove germs from their hands and what food is healthy and good to eat. However, staff do not meet all the welfare requirements when promoting their health and safety. For example, prior written consent is not obtained from parents for long term medication to be administered and the policy they have regarding adult:child ratios when children are being collected from other schools is not always implemented as it should be. As a result, the children's safety is put at risk. Adults encourage the children to respect one another appropriately. For example, they encourage children to be proud of their own heritage by sharing information on their language and religion with other children and staff. However, there are limited resources available for children to develop an awareness of the diversity of the wider world. Staff encourage them to develop habits and behaviour appropriate to good learners, their own needs and those of others. They are appropriate role models. For example, they encourage the use of please and thank-you and offer praise and encouragement for both effort and achievement. For example, when children are being kind or have successfully completed an activity. They also demonstrate through discussion, that appropriate strategies are implemented to help children deal with issues, such as sibling rivalry and inappropriate language. For example, by explaining to the children what is wrong and why. As a result, children behave appropriately.

## 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>	4
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 23/06/2010
- take action as specified in the early years section of the report (Qualifications and training) 23/06/2010
- take action as specified in the early years section of the report (Providing information to parents). 23/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 23/06/2010
- take action as specified in the early years section of the report (Providing information to parents). 23/06/2010