

# Class of Their Own @ Our Lady of Lourdes

Inspection report for early years provision

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**Unique reference number**

EY409090

**Inspection date**

05/10/2010

**Inspector**

Jacqueline Walter

**Setting address**

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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 Lady of Lourdes School opened in 2010. It provides afterschool and holiday care and operates from the school hall within Lady at Lourdes School, in Rottingdean, which is in East Sussex. All children have access to two enclosed outdoor play areas. The after school provision is open each weekday from 3.15pm to 6.00pm term time only, and the holiday care is open each weekday from 8.00am until 6.00pm.

A maximum of 30 children may attend the provision at any one time and there are currently thirty-one children aged from four to eleven years on roll; of these, six are within the early year's foundation stage. The setting makes provision for children older than the early year's age group, is registered on the voluntary and compulsory parts of the Childcare Register, and supports children with English as an additional language. Children attend from surrounding areas.

The provision employs three members of staff. The manager holds appropriate early years qualifications and two members are working towards an appropriate childcare qualification.

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

Overall the quality of the provision is good.

Children are safe and secure within the setting and enjoy their learning. Although there are weaknesses in meeting the qualification ratios required, staff use their skills and knowledge of how children learn and the children's individual needs well, to promote almost all aspects of the children's learning. As a result, they are making good progress given their ages, abilities and starting points. Health is promoted well. However, weaknesses in ensuring fire fighting equipment is sited appropriately means that children are not always protected appropriately from risks. The partnerships with parents and other agencies involved in children's care and learning are good, and these contribute effectively towards ensuring children's individual needs are met and that they receive any additional support they need. A commitment to continuous improvement and self-evaluation, by the manager and staff, ensures that most priorities for future development are promptly identified and acted on, resulting in appropriate continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure staff ratios meet the required qualification ratios of the Early Years Foundation Stage (Organisation).

05/10/2010

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

- ensure the fire control equipment is available at all times, with particular regard to the fire blanket (Premises, environment and equipment)
- provide further opportunities for children to develop an understanding and valuing of diversity, with particular regard to disabilities.

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

Overall, the impact of leadership and management regarding safeguarding children is good. Staff demonstrate a good knowledge and understanding of protecting children from abuse. 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. All of the required documentation is held, professionally presented and easily accessible. The registered person ensures most 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, a very recent influx of children attending the setting has resulted in the staffing qualification ratios not meeting the welfare requirements.

Staff, through discussion, demonstrate an appropriate understanding of supporting children with special educational needs and/or disabilities. There are strong links in place with some settings that children attend, and staff are in the process of establishing good partnerships with other settings, which in turn will appropriately support the care and learning of all children. Partnerships with parents are good overall, with clear information being shared effectively on both the children's progress and information on the setting. For example, notice boards and a regular newsletter inform them of the activities children are doing and parents have access to their children's individual developmental records at all times. Parent's opinions are sought and valued, and effectively collected information ensures children's individual needs are met well. For example, special arrangements for the collection and safeguarding of children are adhered to vigilantly.

Staff demonstrate a good commitment to evaluating and improving the quality of the setting. For example, during the relatively short time the setting has been registered, the manager and staff have developed their own knowledge and skills by attending further training in Safeguarding Children, Food Safety, and in Management. They have evaluated the experiences and opportunities they provide and have increased resources as a result. This has successfully allowed children to develop some knowledge and understanding of the diversity of the wider world. In addition to this, they have also conducted a self evaluation form which, when fully implemented, is likely to bring about appropriate improvement.

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

Staff provide a child friendly and welcoming learning environment that helps children progress towards the early learning goals well. Resources and space are made easily accessible. For example, the outside area is made available at all times. As a result, children are independent and able to extend their play in all areas of the setting. Children are familiar with routines and have a good sense of belonging because staff encourage them to be involved in many decision and choice making situations. For instance, they choose the fillings for their snacks and make suggestions for activities they would like to be involved in. There are good systems in place to help children progress and develop. Staff interact with children well; they are genuinely interested in what the children do or say and know when to intervene and support their learning, and when to leave children alone to play. Staff are skilled in identifying and building on children's individual skills and interests. They provide good opportunities for children to extend and develop learning in communication, language and literacy and their imagination, through encouraging them to write up role play menus and cheques when using the role play café area. In addition to this, they plan and provide a wide range of stimulating activities. For example, children are able to extend their knowledge and understanding of the world through stimulating first hand experiences, such as visiting Bluebell Railway as well as visiting the local Theatre.

Children have good opportunities to develop an understanding on keeping themselves safe. For example, they enjoy visits from the Royal National Lifeboat Institution where they learn how to keep themselves safe in water. They engage in regular fire drills and help to write up risk assessments on aspects of the premises. As a result, they know how to keep themselves safe when in the provision. They are developing good 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 why and what food is healthy and good to eat. However, staff do not always promote safety effectively. For example, the fire blanket is not always kept in the kitchen area which is used to make their meals.

Adults encourage the children to respect one another well. They provide a suitable range of resources and experiences for children to gain awareness of diversity regarding culture and religion. However, there are limited resources available for children to develop an awareness of disability in a positive manner. Staff encourage children to develop habits and behaviour appropriate to good learners, their own needs and those of others well. For example, they are good role models and encourage the children to discuss things together in order to find amicable solutions to their discrepancies. As a result, children are confident in making known their wishes and needs, they behave well and are beginning to show a good awareness of responsibility in the setting. For example, they independently remove objects that may cause an accident when they appear in the play areas.

## 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>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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