

Class of Their Own @ Swiss Gardens

Inspection report for early years provision

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Inspector Rosemary Musgrove

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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 @ Swiss Gardens was registered in 2010. It is run by Class Of Their Own Ltd and provides after school care only. The provision operates from a school hall situated within Swiss Gardens Primary School in Shoreham-by-Sea, West Sussex. All children have access to an enclosed outdoor play area. The provision is open each weekday from 3.15pm to 6pm in term time only. A maximum of 40 children from three to under eight years may attend at any one time. There are currently 44 children on roll; of these, four are in the early years age group. The club also offers care to children aged over five years to 11 years and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two members of staff, one of whom holds an appropriate qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have an understanding of each child's needs and effectively support most welfare and learning requirements. This means children settle well and enjoy their time at the club. Children make progress in their learning and development. The organisation of the environment means children feel secure and most safety aspects are of a satisfactory standard. Partnerships with the host school and parents and carers are good. The club evaluates their provision and has ideas for future improvements.

What steps need to be taken to improve provision further?

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

- providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire extinguishers and fire blankets) which are in working order (Premises, environment & equipment) 20/12/2010

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

- review the amount and organisation of the resources in order to help children make independent choices to support their play experiences
- promote positive attitudes to diversity through activities and resources that encourage children to talk about similarities and differences and the reasons for these.

The effectiveness of leadership and management of the early years provision

Staff have regular child protection training and understand how to recognise, record and report any concerns. Safe recruitment and vetting procedures are in place and this means that suitable staff work with the children. Staff are appropriately deployed and children are supervised as they choose whether to play indoors or outside. There is a limited range of available resources and their organisation means that children are not always able to make independent choices to support their play experiences. The provider has the required procedures and documentation for the safe and efficient running of the club. Suitable risk assessments mean that most hazards are identified and minimised and children are protected from harm during their time at the club. However, some issues identified during the registration visit have not been addressed and there is no fire blanket in the kitchen area. This is a breach of a legal requirement and means that children's welfare is at risk in the event of a fire.

Play areas inside the hall support the children's development, such as, construction and mark making activities. Outside, children use a large playground for physical play. Available resources are suitable for the age and developmental stage of the children and the club encourage children to care for equipment and to minimise waste.

The club strives to provide a service that is inclusive for everyone. However, there are limited activities and resources that promote a positive attitude to diversity. This has been identified as an area for future development. If children with special educational needs and/or disabilities require additional support, the club works with their parents and other agencies to ensure their needs are met.

The club has established a positive relationship with parents and carers. They have a very attractive and informative website and this provides a wealth of information, such as, details on staffing and activities. All parents complete a child record form at the outset and this gives information about the child's individual needs. 'All about me books' give details of family members and favourite games and this supports the continuity of the children's care. Parents receive a good range of information through newsletters and the notice board. The welcome pack gives details of a typical session, the club's play philosophy and the complaints procedure. Parents have regular opportunities to discuss their child's development and to browse their 'All about me' books. Discussion with parents indicates they are happy with the club. In particular, they say their children are happy and enjoy the activities, for example, cooking and messy play. The club has established good working relationships with the host school and work in partnership with the reception teacher. They share observations of the children's development and link activities in the club with projects the children are doing in school. This makes a positive contribution to the children's well-being.

The club are motivated to further improve their provision. They have systems for self-evaluation and seek feedback from parents and children. Staff attend regular

training courses and run their own training sessions; recent examples include staff induction and managing challenging behaviour. Since registration, the club has identified areas for further development, for example, to increase the number of children on roll and to develop links with the community.

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

Children enjoy some suitable play activities and make progress towards the early learning goals. Staff's knowledge of the Early Years Foundation Stage framework coupled with their interaction helps children to develop their personal and social skills, such as, playing alongside other children and making decisions. Staff plan activities and set up resources for the children, for example, construction materials and a play mat and vehicles. They use observations to plan future play experiences for each child. 'All about me' books show that children make progress. The setting knows about individual needs and young children enjoy some suitable experiences, for example, they carefully pick up beads and make their own pattern on a board. They develop their talking and listening skills during an enjoyable snack time when children and adults sit around a table together. In the outside area, young children choose to play imaginative games and the interaction of the staff and older children supports their play, for example, in a game of giants, elves and wizards. Children enjoy voting for their favourite pumpkin face, then scoop out the middle and draw the facial features. They are confident to seek guidance from staff and respond to their ideas and praise. Children discuss and make rules for the club; they behave well and are encouraged to be polite. Children learn about some aspects of diversity, for example, the club displays welcome words from other languages.

Children play in a safe and secure environment. After school, staff collect them from the reception class and at the end of the session parents and carers collect them from inside the hall. The register of attendance, record of visitors and key person system help children to be safe and secure. Children learn to keep themselves and others safe through reminders from the staff, such as, the dangers of sharp knives. Although the accommodation and available resources are suitable, the organisation of the hall lacks attractive well-resourced areas that motivate children to either relax or to choose their preferred play type, such as, the role play area. This means that children are not always engaged in suitable play activities.

Children begin to learn about a healthy lifestyle. They independently wash and dry their hands after playing outside and before eating their snack. The club knows about dietary needs and children enjoy a range of healthy snacks, such as, fresh fruit or crackers with cheese. Children engage in physical activities in the adjacent playground, for example, bouncing on the space hoppers. The club helps children develop their skills for the future. They learn to communicate their wishes to adults and select some play activities of their choice. They are beginning to develop cooperation skills and learn to negotiate with their peers. Children learn about the

environment, for example, they visit the local park and enjoy a bug hunt.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| 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 | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| 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: Met

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