

# Class of their Own @ Downs Junior School

Inspection report for early years provision

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**Unique reference number**

EY350210

**Inspection date**

16/02/2011

**Inspector**

Jacqueline Walter

**Setting address**

Downs Junior School, Rugby Road, BRIGHTON, BN1 6ED

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Class of their Own at Downs Junior School opened in 2007. It is run by a private organisation and provides care for before and after school and during school holidays. It operates from two rooms within the canteen area in the Downs Junior school, which is in Brighton, in East Sussex. All children have access to three enclosed outdoor play areas. The provision is open each weekday from 8.00am to 9.00am and 3.15pm to 6.00pm during term time only. During school holidays it is open from 8.30am until 6.00pm. A maximum of 48 children may attend the provision at any one time. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 560 children aged from four to 11 years on roll, who attend different sessions of the provision. Of these, eight are in the early years age range. The provision also welcomes children older than the early years age group. Children attend from surrounding areas. The provision employs six members of staff. Three of the staff including the manager hold appropriate early years qualifications. Three members are working towards a playwork qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are safe and secure within the setting and enjoy their learning. Staff meet children's individual needs effectively and promote almost all aspects of their learning well. Children's good health is promoted effectively overall. The partnership with parents and other agencies involved in children's care and learning is outstanding and contribute to ensuring their individual needs are met extremely well. Leaders and managers communicate good ambition and drive and demonstrate a good capacity to maintain future development.

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

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

- ensure that parents are informed of any accidents or injuries sustained by the child whilst in the care of the providers and of any first aid treatment that was given (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 02/03/2011

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

- develop further the opportunities for children to value and understand

diversity, with particular regard to disability.

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

Children are safeguarded well. Staff have completed training and demonstrate a good knowledge and understanding of protecting children from abuse. They follow the required safeguarding procedures effectively and are fully aware of signs and symptoms that may be presented 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. However, on one occasion an accident was not shared appropriately with parents. Failing to inform parents of accidents or injuries to children is a breach of a specific welfare requirement. However, children's safety is not compromised as procedures have been followed as required at all other times. The registered person is robust in ensuring the suitability of all adults looking after children. For example, staff undergo all required checks to ensure they are suitable to work with children and clear induction procedures are in place. As a result, staff are fully aware of their roles and responsibilities. Risk assessments of the premises are completed and reviewed as required and children are escorted and supervised appropriately when using other rooms away from main play areas. Staff have and use well mobile radios to keep other staff informed of any situations to promote the children's safety.

The provision of resources is good and enables children to make effective progress. Although there are no children in the early years age range currently attending that have special educational needs or disabilities, staff demonstrate a good understanding of supporting individual needs and ensuring that children are effectively included. Staff support children who have English as an additional language well. For example, children engage in activities that depict their own countries of origin and language, such as making the flags and displaying the word for 'hello' in their own language. Partnerships with parents and other agencies are outstanding. Staff take a lead role in establishing effective working relationships. For example, they welcome other clubs, such as the schools Eco club into their provision and management have attended Westminster to speak at an all party education committee meeting, to help to develop policy around out of school care. There are also well established channels of communication between all partners involved with individual children. For example, staff meet with teachers and head teachers on a regular basis, which successfully promotes the children's learning, development and welfare. In addition to this, parents are well informed on information on the setting and children's progress. Parent's opinions are valued and actively taken on board. For example, when parents report that the acoustics of the provision cause their children headaches; head phones are provided for children to use.

Staff demonstrate a good commitment to evaluating and improving the quality of the setting. For example, they have completed the Ofsted self evaluation form and taken effective action to address areas for development. As a result, they are successful in promoting inclusion and further opportunities to develop

understanding of healthy eating. For example, symbols and photographs have been introduced and children now do regular healthy cooking projects, such as making smoothies, dips and fruit kebabs. In addition to this, staff undergo regular appraisals to identify areas for individual improvement and have completed a good selection of additional training. Management systems run smoothly. There are clear action plans in place. For example, staff are working closely with a local authority support worker regarding attaching lights to the outside wall to assist children in playing outside in the winter. Supervisor meetings are also held each term with the club's different provisions, which gives good opportunities to share ideas and review current practice. In addition to this, the manager monitors children's development through the checking of development files, then making clear records of what needs to be done for both staff and the registered provider to acknowledge. As a result, management are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvement. For example, four staff are now currently working towards further qualification in playwork.

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

Staff provide a welcoming and effectively organised setting where children have appropriate opportunities for independence and making choices. For example, resources are set out in various areas of setting and are made easily accessible for children, allowing them to direct their own play from what is available. Children are familiar with routines of the setting and have a good sense of belonging. As a result, they enter the provision with confidence and settle quickly into their chosen activities. They choose what they would like to eat and drink from a selection of fruit and drinks that are made available from the moment they walk in. There are good assessments and planning systems implemented, which help children to progress well particular in gaining confidence in social interaction. For example, staff regularly conduct written observations or use photographs to assess the stage children are at and develop very close links with the schools that children attend. As a result, they have a clear understanding of children's individual needs and effectively help them to progress.

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. They plan and provide a wide range of stimulating activities in most areas of play. However, there are limited opportunities for children to develop a positive awareness of disabilities. Staff are skilled in building on children's individual skills and interest. As a result, children are effectively encouraged to think, focus and are motivated and interested in the activities. For instance, as a result of noticing that more children are joining in with making dens in a smaller area of the setting, they move the activity to a larger area as soon as the space becomes available; enabling the children to enjoy using the larger space and the different furniture to extend their play. Children are able to extend their skills in social interaction as well as their knowledge and understanding of the world well through engaging in activities, such as visiting the local parks to join in

with community play days. Staff also provide good opportunities for children to relax and extend and develop learning in communication, language and literacy. For example, children are able to effectively use a library that is available within the school premises.

Children have good opportunities to develop an understanding of safety and are confident in knowing how to keep themselves safe. For example, they have discussions with staff before going on trips and as a result they are aware of dangers and what they should do to help keep safe. They know they need to stay within sight of the staff. Staff promote children's good health well overall. There is a strong emphasis on healthy eating and drinking and as a result children are aware of the importance of this. They grow herbs and sample them in their meals, there is healthy food information displayed in the setting and children are able to select what they wish for their main meal from a range of healthy foods set out in a buffet style. Children are very active. They freely access at least one of the outdoor areas at any time and regularly enjoy robust physical games where they play football, ride scooters and join in with team games. They know that exercise helps them to grow strong and help muscles develop. They are also confident in knowing they must remove germs from their hands and why. Staff effectively encourage children to develop habits and behaviour appropriate to good learners, their own needs and those of others well. For example, children and staff have got together discussing all their expectations and condensing them into five easily remembered main points. Children have then helped staff to create reminder cards depicting the five fingers of a hand, which represent the five most important expectations. As result, children are clear regarding the expectations, their behaviour is good and they are beginning to show an awareness of responsibility.

## 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	2

### 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	2
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	1
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	2
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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:

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 (Records to be kept) 02/03/2011

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 (Records to be kept). 02/03/2011