

Class of Their Own @ Portslade Infants

Inspection report for early years provision

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Inspector

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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 @ Portslade Infants is one of thirteen out-of-school clubs run by Class of Their Own Ltd. The club opened in 2006 and operates from Portslade Infants School in Portslade, near Brighton in East Sussex. The accommodation includes a large hall, a kitchen, toilet facilities and storage areas. There is an enclosed outside learning area. The club has links with the school on site.

The club is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club may care for no more than 40 children under eight years; of these, not more than 40 may be in the early years age group, and of these, none may be under four years at any one time. At present there are 87 children on roll from four years to seven. The club supports children with special educational needs and/or disabilities.

Opening times are from 3pm until 6pm each day, and from 8.30am until 5.30pm during school holidays. The club is not open during the Christmas holiday. The club receives support from a range of professionals in the local area including the local authority. The club is accessible for children and adults who may have disabilities.

Five members of staff are employed. The supervisor and one other member of the team have National Vocational Qualifications (NVQ) at Level 3 and all other members of staff except one have a qualification at Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club meets the needs of children well. All groups of children are welcomed warmly and carefully nurtured by the supervisor and playworkers. Children's progress is good and generally the organisation of the setting is good. Resources are broad in most areas of learning. Routines in place ensure the security and safety of all children in this very inclusive club. The issues identified for improvement at the last inspection have been dealt with efficiently and there is a good commitment to continuous improvement and the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- improve the organisation of snack time to give children improved opportunities to enhance their social skills
- improve and broaden the range of resources to give the children wider choices of role-play equipment and musical resources.

The effectiveness of leadership and management of the early years provision

There is a strong commitment to continuous improvement and, as a result, the training of all the staff to ensure their professional development is a high priority. Required policies and procedures are regularly updated and reflect the high expectations for children's safety. Children have an excellent understanding of how to move around the club in ways that ensures everyone is safe. Robust systems are in place for recruiting and checking the suitability of new staff. Staff are aware of safeguarding procedures to protect children effectively. The accommodation is safe and secure and all visitors are required to sign in and out of the club. Safeguarding is outstanding.

Self-evaluation involves all staff, and parents and carers and provides an accurate diagnosis of strengths and weaknesses. The supervisor is newly appointed and has already identified further aspects of the club she is eager to improve. Weekly staff meetings and daily reviews encourage staff to reflect on the outcomes of previous planning. Representatives from the Class Of Their Own management group visit frequently and contribute well to continuing improvement. Planning is good and targeted successfully towards the children's needs. Assessment of the children in the Early Years Foundation Stage is exceptionally thorough and ensures the children's individual needs in the six areas of learning are highlighted and met by involving them in appropriate activities. Good opportunities are available for staff to act as a key person and to concentrate on individual children to ensure their needs are met.

Resources are good and deployed effectively. Games, toys and dressing-up clothes are used efficiently to support children's good progress and achievement. In most areas of learning resources are sufficiently broad to ensure that all children's interests are supported. All members of staff respect the diversity of the different backgrounds represented in the club and are good at ensuring equal access for all. As an example, playworkers are trained to ensure that children identified as having special educational needs and/or disabilities are fully included and supported so they are successful.

Links with parents and carers are good. They are very pleased with how their children are cared for and say, for example, 'The club is excellent and the children have a great time!' Links with the host school and other agencies are outstanding. Playworkers now work in the host school as assistants and provide excellent support because they know the children well. Excellent links with local agencies mean that all groups of children thrive and move forward quickly in their learning.

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

At the end of the school day, children are collected from their classrooms by playworkers when any concerns are shared with school staff. Relationships are excellent between school and club staff and contribute considerably towards the

children's good progress and well-being. On arrival, children choose what they want to do. Some make large posters using different shapes cut out of card and materials and other materials. The younger children enjoy dressing up as kings and queens while others play with toy cars or browse through the books available. Although there is a fairly narrow range of musical instruments to fully support and broaden the children's interests, however the children make full use of those available and enjoy making music together. Children's welfare is promoted very effectively and they are very safe both indoors and outdoors.

Outside, there are good opportunities for vigorous play and the children are very active. There is a good balance of child-led activities and those led by the playworkers. Children explore the large playground and the adjacent grassed area. They particularly enjoy the challenging climbing equipment. A few boys play football with a playworker and encourage the other children to develop their skills. Other children choose quieter activities. The personal and physical development of all groups of children is very effectively. Staff model very positive behaviour towards each other this communicates to the children. The children contribute well to the club by thinking up their own rules for safe behaviour in the outside environment. Most children behave exceptionally well. Staff and children in the club are responsible for ensuring the school's two chickens are placed inside their coop each evening towards the end of the session. The children gently encourage the chickens to move into their house and top up their food and water containers. They talk to the chickens and clearly enjoy the experience and responsibility. These tasks contribute well towards the children's growing knowledge and understanding of the world and the next stage of their education.

Snack time is being reviewed by the new supervisor. Currently there not enough tables to seat all the children and the present arrangements do not help to develop the children's personal and social development fully. Children have a very good understanding of the need to wash their hands and to eat healthy food. They choose a specific spread to put on their toast and carefully pour their own water. They show good manners and say 'please' and 'thank you'. The playworkers' very sound knowledge of the Early Years Foundation Stage requirements enables them to ensure the children make good progress in their learning both in and out of doors. Appropriate activities for the children are planned as a result of very thorough assessments. Children are happy and exceptionally safe.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	2

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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

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