

# Class of Their Own @ Swiss Gardens

Swiss Gardens Primary School, Swiss Gardens, SHOREHAM-BY-SEA, West Sussex, BN43 5WH

<b>Inspection date</b>	02/07/2013
Previous inspection date	18/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are very secure in their attachments with their key person because staff are highly skilled and sensitive to the children's individual needs. As a result, children are very confident, engaged and motivated in all areas of their play and learning.
- The excellent partnerships formed with the parents and staff provide a positive two-way flow of information that is highly valued. This enables them to fully contribute and be actively engaged in their children's learning and progress.
- Exemplary systems of leadership and management ensure all aspects of the club are monitored highly effectively. As a result, staff show an outstanding commitment to constantly driving improvement.
- Staff have an excellent understanding of how children of different ages and levels of development learn through play.
- Detailed planning and stimulating activities ensure that all children make excellent progress.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's activities indoors and outside, and the staff interaction with them.
- The inspector held discussions with the director, area co-ordinator and supervisor.
- The inspector sampled relevant documents, including children's records and some policies.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written information provided.

## Inspector

Helen Edwards

## Full Report

### Information about the setting

Class of Their Own @ Swiss Gardens registered in 2010. It is run by Class Of Their Own Ltd and provides after school care and a holiday club. 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 after school provision is open each weekday from 3.15pm to 6pm in term time only. There are currently 101 children on roll; of these, 16 are in the early years age group. The club also offers care to children aged over five years to 11 years and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five members of staff; three of whom hold an appropriate qualification and two are in training. The supervisor holds Qualified Teacher Status.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance children's literacy development by improving opportunities to write for different purposes.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children engage wholeheartedly in activities supported by staff who understand how to best support them to maintain their concentration levels and enthusiasm. This is achieved through relevant and precise questioning and by following the children's lead in their choice of play. Staff ensure that the needs of all children who attend are thoroughly met through carefully considered planning. This results in children enjoying a range of exciting and stimulating activities that encourage their full involvement and develop new skills. For example, children taste new flavours in National Curry Week and design peace symbols on International Peace day. Staff plan and provide many external experiences for children as part of their exceptional curriculum, which is a particular strength of the club. For example, the club regularly invites staff from a small creatures zoo to visit the children, bringing a wealth of animals for children to discover and hold. These enlightening experiences provide a further dimension to children's rapidly growing understanding of the world.

Children learn to sew and knit, and make 3D models from a wealth of natural and made materials. They play with puzzles and table top games, learning to take turns and play cooperatively. Children make up stories with the small world toys and read books in the

cosy book area. Staff support and celebrate children's writing skills when they use their phonic knowledge to attempt to spell new words. Although there are fewer opportunities for children to write for different purposes, such as writing lists, letters, or recipes.

Children thoroughly enjoy playing outside in all weathers. They giggle excitedly when a member of staff swings a rope for them to jump over. Younger children play happily alongside older ones, inside and out. Construction toys, puzzles and mathematical equipment help children to learn about number and space. Staff ask open ended questions to encourage children to solve problems and to support their developing thinking skills. For example, a member of staff supports a child in using a ball pump to explore how the air feels on her skin.

Staff know children exceptionally well because they gather information about them prior to starting at the club. They continue gaining knowledge about the children throughout their time at the club. For example, through discussion with the children themselves and with their parents, as well as talking to nursery practitioners from their previous setting and their current class teachers. Key persons assess children's starting points on entry and ensure that activities and teaching support complement and reinforce school learning and achievements. Observations and assessments are recorded in children's individual learning journeys, which include photographs of the children at play. Staff consistently track children's achievements against the early learning goals to effectively monitor their progress. Staff observe children closely throughout the session and very effectively use this knowledge to plan stimulating experiences across the seven areas of learning. Next steps for children's learning are identified and these are included in the club's activity plans. The highly skilled staff are able to support children exceedingly well in making excellent progress in their learning.

### **The contribution of the early years provision to the well-being of children**

Staff work extremely hard to make sure all children feel welcomed when they come out of school. Younger children are collected from their reception class to ensure they feel safe and secure on arrival at the club. Staff chat to the children as they arrive, finding out about their school day and responding to their requests for their chosen play activities.

The key person system is highly effective and staff work very closely with parents and teachers to support the children and help them to continue their learning and development through fun play activities. This is a real strength of the club. Staff obtain information from parents and previous settings to ensure children have what they need to feel safe and happy. This ensures there is strong continuity between home, school and the club.

Children show a very strong sense of belonging and display high levels of confidence and self-esteem. Younger children play happily with older ones, who help and support them when needed. Staff are consistent in their approach to behaviour management and children show great respect to staff and to one another. Children are extremely helpful when staff engage them in activities, such as washing hands in preparation for snack and

clearing away afterwards.

Children develop a very good awareness of how to keep themselves safe. Staff use excellent strategies to ensure children understand and are able to explain the safety rules they need to follow when at the club. For example, children understand that they need to keep away from the temporary staging in the hall, or to keep to the designated areas of the playground for particular activities. Robust risk assessment procedures ensure the environment is regularly and frequently checked, and any accidents are analysed and addressed.

Staff consistently promote children's understanding of the importance of fresh air and exercise as part of a healthy lifestyle. Outside play is a very popular activity with the children. They play ball games, use skipping ropes and invent their own role play games, happily playing in mixed age groups. Staff are fully up to date with children's health and dietary requirements and ensure that the setting is a nut free zone. All children eat very well and enjoy snack time as a social occasion, where they can chat with friends and siblings.

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

The management team of the club have very high aspirations for quality. They lead an extremely effective, targeted evaluation process which includes the views of families, staff and headteachers. High priority is given to the monitoring of the provision and procedures are robust and rigorous. Action plans are realistic and achievable, and support children's future learning.

Children's safety is a high priority at the club and all staff fully understand their roles and responsibilities in respect of safeguarding and the welfare of children. All staff have undergone the necessary checks to make sure they are suitable to work with children. The management team support staff development exceptionally well and staff attend a wide variety of meetings and training events to refresh and update their knowledge and understanding of the Early Years Foundation Stage and best practice. They provide high quality professional supervision for all staff to support their continual drive to improve.

Risk assessments are comprehensive and thoroughly protect children while they are at the club. Daily checks are made of the areas used in the school to ensure children are safe. Children understand the rules and routines so that they are learning to assess risks and keep themselves safe.

Highly productive partnerships with parents and with the school make a strong contribution to ensuring children make rapid progress in all areas of learning and development. Staff assess children's learning very closely, ensuring that any potential issues are discussed with parents and with the children's teachers at the very earliest opportunity. Exchanges of information between key persons and parents contribute to a coordinated approach to children's care and learning. Processes for supporting children

with special educational needs and/or disabilities are exemplary. The club works very closely with external agencies to support the full inclusion of all children.

Parents are unanimous in their praise for the club. They state that their children settled very well and that they have full confidence in the professionalism of the staff. Staff seek feedback from parents regularly through questionnaires and parents write very positively, for example, 'The staff have all been amazing with my children and they love being creative at the sessions.'

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY409096
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	816325
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Class Of Their Own Ltd
<b>Date of previous inspection</b>	18/10/2010
<b>Telephone number</b>	01273733337

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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