

# Class Of Their Own @ Peter Gladwin

PETER GLADWIN SCHOOL, Drove Road, Brighton, BN41 2PA

<b>Inspection date</b>	20/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff create a relaxed and friendly environment where children quickly settle and have fun.
- Staff are caring and supportive and this results in children feeling confident and secure.
- Staff plan and provide a wide variety of stimulating activities that children enjoy.
- Staff form good links with parents and other providers and this helps promote consistency in children's care and development.

### It is not yet outstanding because

- Some of the resources are not so easy for children to independently make choices.

## 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 activities in the school hall and outdoor area.
- The inspector conducted a joint observation with the supervisor.
- The inspector held meetings with the supervisor and members of the management team.
- The inspector took account of the views of parents from information in the provider's questionnaire.
- The inspector sampled children's records and other relevant documentation.

## Inspector

Alison Weaver

## Full report

### Information about the setting

Class of Their Own @ Peter Gladwin is a holiday club that opened in 2013. It is one of a group of out of school settings run by the same provider. The club operates from Peter Gladwin School in Portslade, East Sussex. The club has access to a school hall and an art area. The club opens five days a week during school holidays. The opening times are from 8.30 am to 5.30 pm. All children share access to outdoor play areas and a school playing field.

The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age range. The club also offers care to children aged up to 11 years. Children come from a wide catchment area. The club currently supports older children with special educational needs and/or disabilities and children who learn English as an additional language.

The club employs six staff. Three staff, including the supervisor hold appropriate qualifications and there is one member of staff who is working towards a recognised qualification.

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

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

- increase the opportunities for children to make their own choices from the resources.

### Inspection judgements

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

Staff provide a warm and welcoming environment for parents and children. They make sure they find out relevant information about each child from parents to help children settle. Staff actively work to balance children's experiences with those they receive at school. They encourage parents to share what they know about their children and what they would like for them. Staff work closely with parents to provide the support children need to help them continue to achieve. Staff focus well on the prime areas of learning when observing, assessing and planning for individual children. They provide a good balance of activities that meet the identified learning priorities for each child and reflect their interests. Staff get to know the children well and show a good awareness of how to support them as individuals. As a result, children make good progress in relation to their starting points.

Staff actively promote and encourage child initiated play. They provide a good range of

resources for children to explore and express their own ideas. However, staff have not fully developed ways in which children can easily make choices from resources that are not set out for them. Despite this, children have many resources and enjoyable activities to choose from. They become absorbed in activities of their choice such as making messages in a bottle. They show good literacy and writing skills as they draw pictures and write their message. Staff talk to children as they are playing and promote their communication skills. As a result, children are confident speakers who know their views are valued.

Staff encourage children to do things for themselves but also step in to provide support when asked or needed. For example, they help children roll up their messages to put in the bottles. Staff also plan interesting adult-led activities such as bread making. Children develop good physical skills and coordination as staff encourage them to pour and mix the ingredients. They have great fun feeling and kneading the dough. Other children are shown by staff how to do paper folding and ribbon play. They join in enthusiastically forming letters with the ribbons. Good interaction by staff keeps children motivated and engaged.

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

The key person system works effectively as every child has a special person who supports them and helps them settle. This results in children very quickly developing a strong sense of belonging. Good systems for the two-way sharing of relevant information with parents, support children's well-being and promote continuity with schools. Children show they feel safe and emotionally secure as they readily approach adults for help. They form strong relationships with adults and make friends with other children. The mix of ages works well and children play happily together making marble runs and creating models with the construction materials. They laugh and giggle as they dress up together. Staff involve children in small group activities where their social skills develop well. Staff are good role models and create a homely, inclusive atmosphere, where all children are happy and have fun. Staff have good strategies for managing children's behaviour and helping them respect others. Children benefit from the praise and encouragement from staff.

Children develop good levels of independence as staff create a safe and secure environment, where children move around without coming to any harm. Staff make good use of the space to provide different areas such as a den area and a cosy reading area. They make colourful and attractive banners with the children that give them a sense of ownership of the club. Staff remind children of safety rules such as no running indoors without their shoes. Children safely use tools such as scissors.

Staff promote children's health effectively. They provide a wide range of healthy snacks for children, taking good account of any dietary needs and allergies. Children can easily access drinking water when they get thirsty. They adopt good hygiene practices such as washing their hands before cooking activities. Staff provide plenty of active play and encourage children to exercise and have fun outdoors. Children use the varied range of

outdoor play equipment safely.

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

The management team has a good knowledge and understanding of how to meet the legal requirements effectively. There are robust recruitment procedures in place that help to ensure staff are suitable to work with children. All staff undergo a thorough induction process so they know what is expected of them. The professional development of staff is given high priority. Staff reviews and appraisals help to identify any training needs. The management team provides a wide range of ongoing training to develop staff skills and knowledge. All staff complete safeguarding training so have a good awareness of what to do if they have a child protection concern. All this helps contribute to children's care, safety and experiences. Thorough risk assessments and daily safety checks also help promote children's safety. There are robust procedures for assessing risks to children with special educational needs and/or disabilities. Staff have good systems for working closely with agencies, parents and schools to help support these children. This helps to ensure that staff successfully meet these children's needs and that they are fully included.

Staff keep parents well informed about their children's day and welfare. The required documentation is well maintained and shared with parents. There is also a wide range of helpful information for parents on the organisation's website. This includes a good overview of the club's procedures, staffing and activities. This club has only been operating for a short time so the evaluation process is new. Staff thoughtfully evaluate their practices and activities on a daily basis. They effectively adapt activities and the organisation of the club to meet children's individual needs. Staff focus well on making sure they meet the learning and development requirements as required for a holiday play scheme. The wider management team actively encourages reflective practice and keeps up to date with any childcare changes. They have robust systems for monitoring and reviewing each club in order to maintain continuous improvement. The management team is well motivated to achieve high standards and improve the quality of the provision. Parents' views are valued and taken into account in the evaluation process. They contribute to regular parent questionnaires and give very positive feedback about this club.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY468026
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	929090
<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>	72
<b>Name of provider</b>	Class Of Their Own Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01273 294959

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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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