

# The Academies - Brighton

Brighton College, Eastern Road, BRIGHTON, BN2 0AL

## Inspection date

Previous inspection date

25/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children have fun as they play and enthusiastically engage in a broad range of challenging activities.
- The strong focus on sports promotes children's physical development well.
- The positive, friendly environment helps children to feel secure and they develop good social skills by taking part in games which involve rules and turn taking.
- Parents receive good information about the play scheme including specific feedback about their child's experiences throughout the day.

### It is not yet outstanding because

- At times when timetabling clashes mean that the hall is shared by other users, staff are not able to control the noise levels and general atmosphere of the environment, which has a small impact on the children's well-being.
- The nursery does not take a fully active role in seeking to work with other professionals in order to provide coordinated and cohesive care for children.

## 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 viewed all areas used by children.
- The inspector spoke with the manager, staff, children and parents at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a variety of activities.
- The inspector undertook a joint observation with the manager.
- The inspector viewed a selection of documentation.

## Inspector

Liz Caluori

## Full report

### Information about the setting

The Academies - Brighton is a holiday play scheme which registered in 2013 and operates from Brighton College in Brighton, East Sussex. The scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The scheme has use of two base rooms and the sports hall within the college as well as the fully enclosed college grounds.

The scheme generally operates each weekday between 9am and 3pm during the school holidays. There is provision for older children to stay until 4.30pm by arrangement. The scheme welcomes and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five staff employed to work with the children, four of whom hold appropriate qualifications.

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

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

- review the use of space to make sure children's play is not disrupted by the activities of other groups operating from the premises
  
- extend the encouragement for parents to share information about any external agencies or professionals involved with their children.

### Inspection judgements

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

The management team create the educational programmes for the play scheme in advance of each holiday period and parents are able to view this prior to booking. Parents have opportunities to share information about their child at the time of booking and also speak with staff each day as they deliver and collect their children. This benefits the children's care, learning and development. Across the play scheme as a whole there is a strong focus on sporting activities. However, there are also opportunities such as scavenger hunts and a lot of arts and crafts. The programme for the children in the early years age group is referred to as 'Tiny Tots' and has a good balance of physical and less strenuous activities. Activities are listed as workshops, each of which has an identified learning outcome. These show that the management team has a good level of understanding about the ways in which children learn and the types of activities they enjoy. Staff skilfully adapt the planned activities to include children's interests and ideas.

For example, they teach the children the techniques for creating papier-mache structures around balloons but encourage them to consider how they will decorate these themselves. As a result, children's creations are individual and expressive.

Children enthusiastically join in activities and engage in many interesting conversations. Staff extend these well to promote children's communication and language skills. In addition, they successfully build on children's existing knowledge to support their understanding of the world. An example of this includes a discussion instigated by children about planets. Staff encourage children to describe the features of different planets resulting in an informative discussion about the rings of Saturn and the red surface of Mars. Children have a choice of physical games and display a good understanding of the rules of different sports. When choosing to play dodge ball they successfully complete the complicated initial actions and throw with a good level of precision. They display very sporting behaviour as they voluntarily take themselves out of play for a count of five when hit by a sponge ball thrown by an opponent.

Appropriate arrangements are in place to support children with special educational needs and/or disabilities. Staff also have effective strategies to work with children who speak English as an additional language including learning key words in children's home languages to promote their inclusion and equal opportunities.

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

Children play happily throughout the play scheme and receive good support from staff who are effectively deployed at all times to keep children safe. The Tiny Tots children have a designated key person who specialises in early years care. This person takes the lead for settling the children when they first start, delivering their activities and liaising with their parents. These arrangements are effective and, as a result, children are confident and display a good sense of security. They listen well to the advice and guidance of staff and move sensibly and safely around between rooms.

Children are friendly and sociable and form clear friendships despite only mixing as a group for short periods during the holiday. They behave well and learn to share and take turns as staff encourage them to enjoy the 'taking part' element of sport as well as the winning.

The scheme operates from various rooms within the college premises and the college also runs its own holiday play schemes. Both provisions have separate base rooms but both have use of the sports hall. There are occasional timetabling clashes which mean that there are times when staff and children from both provisions are in the hall together. They play at different ends of the hall, keeping the children clearly separate. Staff keep children safe by supervising them closely at these times. The times when the hall is shared are brief but when this does occur, staff are unable to take control of the noise levels. The atmosphere becomes very lively and sometimes very loud making it difficult for staff to create a calm environment if needed to support children's welfare.

Staff provide a good range of resources to facilitate the planned workshops. There is a vast array of sports equipment meaning that children are able to use the proper equipment for each game. Children are free to explore the arts and craft materials and independently select the items they want to use. This helps to develop their independence.

Health and hygiene arrangements are entirely appropriate for the ages and stages of development of the children. Staff remind early years children to wash their hands after using the toilet and before eating to minimise risks of cross-infection. The environment and furniture is suitably clean and children bring in their lunches from home and fresh drinking water is constantly available. Clear processes are in place to deal with accidents and injury and to administer medication for children where required. Parents must provide written consent as well as detailed instructions on the dosage and times the medication should be given. Staff investigate children's medical needs with their parents at the time of registration ensuring that they have everything in place when the child starts to meet their specific needs.

Children other than those in the Tiny Tots group are all of school age. Therefore the youngest children benefit from mixing with children of different ages in a friendly, play-based environment. They cope well with the size of the college environment as staff support them sensitively. They give them an appropriate degree of independence but are always on hand to offer support and reassurance if needed.

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

The play scheme is one of a number operated by the same provider. The senior management team is stable although the on-site manager of the scheme may vary each holiday. The provider is aware of the requirements relating to staff qualifications and experience and ratios of adults to children. The provider also fully understands the requirement to notify Ofsted of any significant changes, such as to the senior management. They have put in place appropriate arrangements to make sure there is always a suitable manager present. They also make certain that there is a qualified first aider on site at all times to support children's care in the event of an accident.

The provider and senior management team have recently been working with local authority advisors to drive improvements. They have successfully created a robust recruitment procedure to ensure only suitable people work with children. They vet staff appropriately including processing Disclosure and Barring Service checks and protect children from unvetted or unsuitable persons. They have also devised a single document which sets out the personal details of each staff member including their qualification and vetting disclosure numbers. Improvements have also recently been made to the arrangements to support staff and develop their skills and, in turn, improve outcomes for children. There is now a full induction programme for all staff prior to each scheme, where they discuss issues such as the use of mobile phones, smoking and taking medication or other substances to safeguard children. In addition, they have ongoing supervision and a

debriefing meeting at the end of each holiday helps to identify further training needs.

Although the scheme is primarily sports based, and children do not go on outings, the management team place a good focus on supporting children's broader learning through the good range of planned workshops. They evaluate the success of these by monitoring children's levels of enjoyment as well as getting feedback from parents.

There are appropriate and clear safeguarding and child protection policies and procedures in place. These are set out in writing and are available to parents so they are aware of how the staff protect their children's welfare. Staff receive training on the procedures during their induction. The manager of the scheme takes the lead for safeguarding children and has attended training to support him in this role. He understands the process to follow if concerns arise about the welfare of any child or if an allegation is made against a member of staff to help protect every child. Staff effectively assess risks and instigate good safety arrangements to reflect the abilities of the children. For example, older children are able to visit the nearby toilets independently but children in the early years age range are supervised at all times.

There is a strong philosophy of equality and inclusion within the play scheme. To promote group-bonding staff do not focus on the different schools or provision that children attend during term times. However, as a result of this, they do not routinely ask parents to provide any information about other professionals involved with the care and learning of their children. This does not support staff to identify where it is appropriate to engage with other professionals to more fully meet children's individual needs. Nevertheless, partnerships with parents are good and they keep well informed about the provision for their children through good communication. Appropriate systems are in place to deal with any complaints and parents comment positively about the quality of provision for their children.

### **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>	EY462515
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	959044
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Sport Academies Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	08443358217

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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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