

# Class of Their Own @ Davigdor County Infants School

Inspection report for early years provision

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<b>Inspection date</b>	20/09/2010
<b>Inspector</b>	Chris Mackinnon

<b>Setting address</b>	Davigdor County Infants School, Somerhill Road, HOVE, East Sussex, BN3 1RG
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<b>Type of setting</b>	Childcare - Non-Domestic

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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 After School Club and Holiday Playscheme is located in Davigdor County Infant School in the Somerhill area of Brighton and Hove. The setting has access to the main school hall, playground and playing field. The after school club opens between 3.00pm and 6.00pm each weekday during term time. The setting is registered on the early years register, and the voluntary and compulsory parts of the childcare register. A maximum of 40 children may attend, aged from four years to under eight years, with up to 40 in the early years age group. Children over the age of eight years may attend the holiday playscheme. The setting currently has 23 children on roll, with 11 in the early years age group. The setting provides care for children with special educational needs and/or disabilities. There is a staff team of six and all have appropriate play work, early years or teaching qualifications. Two staff are currently training.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The after school setting is well-organised and effectively encourages individual children's welfare and learning. Children have access to a well-organised and secure play environment, where they can choose and adapt resources easily. A well-organised programme of activities is in place to support development and learning and staff take care to ensure all children are included. Partnerships with parents and other carers are well supported, and the setting demonstrates a consistent approach to improvement and self-evaluation.

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

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

- develop the organisation of observation and assessment records for the Early Years children attending

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

The supervisor and staff use their training and experience effectively to provide a varied and stimulating play work programme for children. The setting is organised for after school care and also provides activities during school holidays. The setting is part of a number of similar after school venues owned by the same company. Consistent support is provided by senior management for the various staff teams in each setting, with clearly organised recruitment procedures, policy guidance and evaluation of practice. The setting makes good use of its school site to provide a positive and creative environment, with access to a spacious outdoor area. Safeguarding within the setting is well-organised and effective. Staff are vigilant and provide appropriate supervision, and are aware of potential hazards. Well-

established policies and procedures are in place to maintain children's safety and security, and staff have a good level of safeguarding awareness and have attended child protection training.

Children have access to a generous supply of play resources that effectively help their learning progress. Children like to change and adapt their play, and the play environment allows them to have a good mix of physical activities and quieter play periods. Active group games outdoors are provided, with balls and scooters and a range of sports activities included in the summer. A good range of opportunities for play and learning indoors is also provided, with access to books, role play and small world play for the younger children. Children enjoy and benefit from the learning challenges provided, through using a wide range of tools and materials. For example, the range of assembly systems provided encourages inventiveness, and children also participate in large, group based construction projects. Children enjoy a range of well-resourced art and craft activities, where they can work with staff and each other to follow their creative ideas.

The provision for diversity and inclusion within the setting is well-established and benefits from staff's positive and organised approach. Staff have a consistent understanding of individual children's learning and development needs and take particular care to ensure the early years children make progress with their development. The setting operates a key person system, which is effectively focused to provide guidance and support for the younger children attending. Staff work closely with children over the whole age range to establish rules of behaviour that are inclusive and not discriminatory. Staff are also attentive to children's awareness of people's differences, and regular activities and play projects are organised to help children experience other cultures.

The setting takes a close interest in the children's attendance at other care provisions. Staff work closely with the teachers of the host school and make use of their information and observations to develop learning activities for individual children. The setting works effectively with parents and is supportive of family relationships. Staff and parents work together effectively to promote children's confidence and enjoyment of the setting. Parents have frequent contact with staff and their children's key workers, who are able to provide regular updates on the children's activities. The setting also provides regular questionnaires and feedback forms for parents, where they can comment on their children's experiences at the setting.

Staff are confident in their application of reflective practice, and make frequent adjustments to the planned activities and presentation of resources. The supervisor works closely with the staff team to ensure that effective use is made of their individual skills and strengths. This is particularly evident in the organising of activities where girls and boys may take different approaches to learning. The setting has the benefit of a management coordinator, who makes regular visits and acts as a mentor and assessor, to support staff in maintaining consistent practice. A clear and detailed self-evaluation document has been produced for the setting and the staff team have regular meetings where they discuss development and work to support improvement.

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

The after school setting provides a well-planned programme of activities to successfully encourage children's interests and learning. The activities are based on the Playwork Principles and include important learning elements such as creativity, physical skills and cooperation. Staff are aware that the children attend other settings for their main education and, therefore, the planning of activities is designed to complement their learning. The setting provides many opportunities for outdoor activities and physical development, and there is a consistent emphasis on children being able to generate their own play. Children have a range of sports-based activities, particularly in the holiday periods, and group games and activities to foster team work also feature.

Staff show good consistency in their teaching and support for children's learning. A number of adult-lead activities are provided each day, and staff are also effective in encouraging children to be imaginative and combine resources. Many good questions are asked by staff, which challenges the children's thinking and stimulates ideas. For example, during a paper plate face making activity, children are encouraged to talk about their friends and relationships. Also, at snack time, staff take the opportunity to listen to the children, learn about their interests and talk with them to promote good communication and use of language. Children's development and achievement is effectively supported by regular observation and assessment. Children's key workers use individual record books to build up information on their children's achievements and learning progress. These are used to identify children's range of experiences at the setting, and to identify patterns in their learning. Parents are also included and invited to review their children's progress folders. The setting is newly opened this autumn and has not yet fully established learning records for all the early years children attending, which is noted as an area for improvement within the learning development requirement.

The setting takes care to ensure children feel safe and welcome, and able to play within a safely organised environment. The school site provides a good range of safe play areas and children take advantage of the spacious school hall and extensive grounds to explore resources and enjoy their play. A well-organised set of risk assessments are in place, which cover all of the areas used, and staff make daily checks on all the equipment and play materials used. The promotion of children's health is effectively organised and children learn about different foods and take part in cooking projects. Children's physical development is consistently supported, with many opportunities provided to develop confidence with balance and coordination. Ball games and team games are also well included, and staff join in with the children to provide guidance and suggest new play ideas. For example, making variations to parachute games and devising obstacle courses. Staff show skill and confidence in their ability to encourage children's development during play.

Consistent support is provided for children's language and literacy; for example through exploring story books and making up characters during role play. Learning

about problem solving plays a large part in the playwork programme, and children are successfully encouraged to find their own solutions during play. For instance, a child wanted to make new clothes for a doll and decided to see if she could do this by cutting paper and using tape. Staff have a sound understanding of the six areas of learning and how they are included in playwork. For example, children's creative development is well supported through painting and drawing and exploring textures with art materials. Children are creative with assembly systems and enjoy designing and building items and combining materials. Children's knowledge of the world is also well explored, particularly when children have quiet times for reading or engage in activities that involve transport themes and learning about the wider world.

Children are effectively encouraged to join in and make a positive contribution to the playwork programme. The younger children's social interactions are noted, and encouragement is given by staff to help children share their play and work together. Staff are confident in their management of children, and clear rules and behaviour expectations are established with the children to ensure fair play and turn-taking. The setting's key person system is also well organised and provides close support for the early years children. There is also a consistent ethos within the setting of encouraging independence and taking responsibility, which enables children to learn and successfully benefit from their play with others.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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: Met

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