

Class of Their Own @ St. Bartholomews

St. Bartholomews C of E Primary School, Ann Street, BRIGHTON, BN1 4GP

Inspection date	21/11/2014
Previous inspection date	30/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are welcoming and friendly. They use good strategies to help settle children in, showing a genuine interest in each child as an individual. This helps children to quickly settle and feel secure.
- Staff use effective behaviour strategies to promote positive behaviour, which helps children to behave appropriately and develop good levels of self-esteem.
- Effective induction procedures in place ensure that staff have a clear and secure understanding of supporting children's learning and care needs.
- Staff give clear messages that support children's growing understanding of a healthy diet. This means children effectively learn to understand the importance of eating healthily.

It is not yet outstanding because

- The staff do not effectively organise the outdoor environment to maximise opportunities for children to make choices and decisions about what they want to play with.

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 and staff's interaction in the inside and outside area of the club.
- The inspector spoke to children, staff and parents during the inspection.
The inspector sampled a range of documents, including the safeguarding policy, the medication and accident records, and the children's registration and attendance records.
- The inspector invited the manager to conduct a joint observation.
- The inspector held a leadership and management and a feedback meeting with the manager and the company's director and club co-ordinators.

Inspector

Jacqueline Walter

Full report

Information about the setting

Class of their own @ St Bartholomews registered in 2008. It is one of 16 out-of-school clubs run by Class Of Their Own Ltd. The after school club operates from two classrooms within St. Bartholomews Church of England Primary School, in Brighton, East Sussex. The after school club is open each weekday, term time only from 3.15pm until 6pm. All children have access to an enclosed outdoor play area.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children attending in the Early Years Foundation Stage. The club supports children who are learning to speak English as a second language.

The club employs three members of staff. All staff, including the manager hold playwork qualifications at either level 2 or 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to make choices and decisions about what they want to play with in the outside area to support their learning through play.

Inspection judgements

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

Staff are friendly and interact well with children as they play. For example, they engage in friendly conversations and ask meaningful, open-ended questions. This helps children to think, focus and consolidate their communication and language skills. Staff provide a play-based learning environment which effectively supports children to learn through play. Children have good opportunities to choose what they do when inside the club and whether they play inside or outdoors throughout the session. Staff plan some adult-led activities which take account of children's interests and the different areas of learning. Children make the majority of decisions about what they do and also enjoy free play so they have ownership over what activities they participate in. For example, they enjoy using the paper and coloured pens available to draw pictures and make doodles. This helps the children to develop their skills in expressive art and design, and enhance their physical development.

During the inspection, staff demonstrated that they know the children well and that they effectively build on children's interests. For example, when children showed an interest in a musical instrument that another child was using they helped them find other instruments

and showed them how to use and explore them. They also discussed what countries the instruments originated from. This helps children develop their physical skills and creativity in addition to their understanding of the world.

Staff encourage children to use a variety of resources imaginatively. As a result, children work well together designing and constructing items, such as model villages. This supports the children's developing problem-solving and creative skills. Staff challenge children and discuss with them how improvements might be made to complete their tasks and achievements. For example, when children used an extending gripping device to pick up objects, staff challenged them into picking up larger objects and made suggestions as to how they could manage it. This also helps to consolidate and improve upon children's problem solving and physical skills.

Children enjoy first-hand opportunities that support their understanding of the world and their use of their home languages. For example, they enjoy theme days such as a Polish day and Japanese day, where they engage in art and craft activities, dress up and share their home language with staff and other children.

The partnerships with parents and other settings that children attend are good. Regular information is shared with parents. For example, staff discuss the child's time in the club with parents as they collect their children. This promotes consistency of care and helps staff to meet children's individual needs. The staff regularly meet with school staff. They gather information on the children's day so they can effectively support their interests and meet their care needs.

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

There is an effective key-person system in place. This provides continuity and consistency of care for the children. Staff implement good strategies to help settle children who are new to the club. For example, they invite parents and the children to visit the setting before their children attend. Staff gather information about the children from parents, which includes information about their likes, interests and dislikes. This enables them to have an understanding of children's individual needs. Children are happy and confident in talking and playing with all staff and other children. They ask staff questions and make clear their wants and needs. For example, they confidently enquire about the visitors to the setting and inform staff of their choices regarding their food during the main meal. Children demonstrate a sense of belonging. They are familiar with routines and independently help themselves to drinks throughout the session.

Staff organise space and resources safely and effectively throughout the inside of the club. This meets children's needs, promotes play, and develops independence and decision-making skills. Children regularly enjoy opportunities to use the outside area and develop their physical skills, using a good selection of challenging equipment situated in the school's adventure playground. However, staff do not always effectively organise the storage facilities to give children further opportunities to make choices and decisions about what they wish to play with. For example, most of the other outside resources are stored

in a locked shed. As a result, when some children enter the outside area they occasionally just wander around and go straight back inside.

Staff use effective strategies to encourage children to develop habits and behaviour appropriate to good learners, and to meet their own needs and those of others. For example, they invite the children to take on responsibilities, such as hanging up their own coats and bag. Children are also actively involved in discussing and devising the rules for expected behaviour and safety within the club. In addition to helping their understanding of how to keep safe, this helps the children to take ownership and effectively supports their self-esteem. Consequently, children are developing a good understanding of how to behave and keep safe.

Staff encourage children to manage their personal needs well. As a result, children are competent and independent in managing tasks. For example, children wash their hands before meals. The staff give the children clear messages regarding healthy lifestyles and all children are offered a healthy, well-balanced selection of food. For example, children enjoy eating pears, chopped peppers, waffles and spreads. They can choose what they want to eat and serve the food themselves. This helps to develop responsibility, independence and enables them to practise their self-care skills.

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

The management team has a good understanding of its responsibilities in meeting the requirements of the Early Years Foundation Stage. Management and staff demonstrate secure knowledge and understanding of implementing the safeguarding and welfare requirements. For example, the staff are secure in their knowledge of the procedures to follow if they have concerns that a child is at risk. This means that children's welfare is effectively protected. Staff take positive steps to minimise risks. For example, they conduct regular risk assessments on both the premises and on outings. They also implement actions such as children wearing high-visibility jackets when they are collected from school. This means staff are able to safeguard children's safety. In addition to this, the external door is locked and staff admit all the visitors and parents to the club. This prevents unwelcome visitors from entering the club. Strategies such as these to help to ensure that children can play and learn in safety. The leadership and management team implements robust recruitment procedures to ensure that staff are suitable, such as ensuring that they all have a Disclosure and Barring Service check. They take up written references and ensure that no member of staff is allowed to work with children until all their vetting systems have been completed. Practices such as these help to protect children from unsuitable adults.

The management team implements an effective induction program. For example, in addition to reading the policies and procedures, all new employees complete three sets of three-hour training. This covers safeguarding, playwork, the Early Years Foundation Stage and activities for children aged eight years and over. This means that staff have a full understanding of their roles and responsibilities. The management team has effective

systems in place to evaluate the provision and staff's practice. These help them to inform the club's priorities and to drive improvement. The leadership team regularly asks staff to evaluate their club and name three targets for improvement. As a result, the staff have purchased a music player, headphones and a range of music to promote the children's creativity and understanding the world. The leadership team values parents' opinions and views. For example, they use online questionnaires and implement plans using the information they collect. As a result, information systems such as white boards have been introduced. This helps to keep parents informed of their children's day.

Regular supervision and appraisal meetings take place. This allows staff to discuss concerns about children, effectively identify their own training needs and secure opportunities for development. This effectively supports and helps drive improvement within the club and therefore benefits the children. The management team has addressed the recommendation raised at the last inspection and has re-organised the mealtime routine, taking into account children's ages and abilities. This enables the children to sit and enjoy a social, relaxed occasion as well as consolidating their skills in self-care.

Staff provide a range of systems to effectively share information with parents, which includes the club's policies and procedures. For example, display boards, a website and emails provide general information on aspects of the club, as well as details about children's activities. This helps everyone be aware of their responsibilities and what is happening in the environment. Parents say they are very happy with the service the club provides and their children absolutely love coming to the club. They feel staff are approachable and know their children well. They feel their children settle well and they like that their children make friends with other children that are older than themselves. Staff fully recognise the need to work with other professionals. Through discussion they demonstrate a good awareness of supporting children who have special educational needs and/or disabilities. For example, they say they would apply for funding if required and would liaise with any other agencies involved in the children's care. This would aid them in obtaining further advice and support in meeting the children's individual needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY379273
Local authority	Brighton & Hove
Inspection number	829605
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	5
Name of provider	Class Of Their Own Ltd
Date of previous inspection	30/11/2009
Telephone number	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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