

Inspection of Class of Their Own @ Swiss Gardens

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

Inspection date:

26 November 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children come into the setting after school with smiles on their faces and are met with a warm welcome from staff. They demonstrate that they feel safe and secure in the setting when they instantly choose an activity to play with and quickly become engrossed in play. Children choose activities from a range that appeal to different types of play and help them to relax after school in their own unique way. For example, some children let their imaginations run free as they create pictures and models, including three dimensional masks or pictures that tell a story of 'monsters turning into rainbows'. Those children who want to be more active have space to move around safely and channel their energy into constructive play. For example, they experiment with wheels from construction kits to see how far they can roll them.

Staff support children well in their personal development. They form strong relationships with their key children through which children develop high levels of confidence. This is clear when the youngest children in the group stand up and tell the older children about things that are important to them. They speak loudly and eloquently, comforted by looking at their key workers who encourage them warmly. Children operate with high levels of independence. They follow the routines expertly, knowing exactly the expectations staff have of them. They demonstrate this when they clear their plates away once they have finished their snack.

What does the early years setting do well and what does it need to do better?

- The managers support staff effectively to help them enhance their skills and to consider how to help children enjoy activities even more. The manager monitors staff practice with care and sources training to help staff better meet children's needs. For example, following staff requests, managers are currently developing guidance on how staff can help children to manage their emotions and feelings better.
- Managers reflect actively on practice. They show determination to keep improving the standards. They pay great consideration to the views of children, staff and parents to ensure everyone is happy. Children give their input and suggest resources that they would like. The managers value their views strongly and act on their wishes as much as possible. For example, a football table that was recently brought in brings children a lot of joy. Staff feel appreciated and have a say in the activities they provide for the children. For example, their suggestions for topics that children would like to learn about are brought into practice.
- On some occasions, all staff simultaneously engage busily in tasks that stop

them from interacting with children. This means that, at times, children's needs are not met as effectively as at other times. The manager has not fully considered how to organise staff deployment to maximise the ability for staff to engage in high-quality interactions with the children throughout the session.

- Children treat each other with respect. They listen attentively to each other's contributions to group times. Children behave positively. They develop lovely manners, with older children reminding the younger children to say 'please'. Children play and chat together happily, demonstrating social skills and building friendships.
- Staff ensure that children learn how to make healthy choices. This includes teaching them about nutritious foods and having conversations about where the fruit they eat at snack time comes from. Children enjoy physical exercise. For example, staff and children enjoy lively games of football together.
- Staff know the children well. They understand how they like to play and what their interests are. They ensure these are represented in each session to help children feel happy and to encourage high engagement levels. For instance, children who love playing superheroes have been excited about making masks linked to their favourite characters. Staff have strong relationships with the teachers in the school, through which they understand what children are learning at school. They engage them in activities to complement this. For example, when children want to write words on their pictures, staff help them to work out the spelling in a manner which is consistent with the school's techniques.
- Staff strongly promote an inclusive environment where everyone is respected and treated equally. They encourage children to share stories about their home lives or to show their friends objects which are important to them. Here they can celebrate the differences that exist between them. Staff reflect diversity well in the resources and activities they provide for the children. For example, they are teaching children how to say hello in different languages.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff remain knowledgeable about how to notice if a child's welfare is at risk. All staff know what to do if they have a concern about a child. They follow the company's procedures and routines to ensure high levels of vigilance. The manager risk assesses robustly to ensure children's safety. She uses her strong understanding of children's personalities to ensure that the setting is safe for everyone. Children understand fully why the rules are in place and follow them closely to keep themselves safe. For example, they always write their name on a list when they leave the room to use the toilet and wipe it out on their return.

Setting details

Unique reference number	EY409096
Local authority	West Sussex
Inspection number	10108750
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	40
Number of children on roll	94
Name of registered person	Class Of Their Own Limited
Registered person unique reference number	RP906446
Telephone number	01273733337
Date of previous inspection	2 July 2013

Information about this early years setting

Class of Their Own @ Swiss Gardens registered in 2010. It is run by Class Of Their Own Ltd and provides after-school care at Swiss Gardens Primary School in Shoreham-by-Sea, West Sussex. The after-school provision is open each weekday from 3.15pm to 6pm in term time only. There are four members of staff, three of whom hold appropriate qualifications.

Information about this inspection

Inspector
Kerry Lynn

Inspection activities

- The manager took the inspector on a learning walk of the setting, when she discussed her aims and explained how she ensures they are implemented.
- The inspector spoke to staff and managers to learn about their understanding of their roles and their knowledge of how to safeguard children.
- The inspector tracked two early years children to find out about what it is like for them in the setting.
- The manager showed the inspector statutory documentation, including suitability checks on staff and evidence of qualifications.
- The inspector spoke to the manager, the named person and the service manager to find out about the leadership and management of the setting.

We carried out this inspection 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.

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