

Class of Their Own @ St. Bartholomews

Inspection report for early years provision

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Inspector	Christine McInally
Setting address	St. Bartholomews C of E Primary School, Ann Street, BRIGHTON, BN1 4GP
Telephone number	01873692463
Email	sam@classoftheirown.com
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 @ St Bartholomews opened in 2008. It operates from two rooms for the after school club and from a hall for the holiday play scheme, in a primary school, in Brighton, East Sussex. The after school club is open each weekday, term time only from 3.15pm until 6.00pm. There is no holiday club running at the moment. There is an outdoor play area. The setting employs four staff, of these three hold appropriate qualifications and the other is undertaking training. The group receives support from the Local Authority.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 40 children, including children within the early years age group. There are currently 44 children on roll, of these two are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled, happy and enjoy their time at the club, where they are valued and their uniqueness is recognised and respected. Relationships are warm and positive, so that all children feel secure and develop confidence and independence. Key persons are allocated to children in the early years age range who attend. The excellent partnerships with parents and the host school ensure consistency of care and also that the experiences children have at the club compliment those they have in school. The setting has a very good capacity to maintain continuous improvement as they regularly evaluate and make positive improvements to the care that children receive.

What steps need to be taken to improve provision further?

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

- evaluate the organisation of snack time so that it is more meaningful for the children; consider how children are seated and what it is hoped they will gain from snack time.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are robust, carefully managed and understood by those working with the children. Effective child protection procedures are in place and child protection training completed. Children are effectively supervised to ensure they play safely. Risk assessments, which are recorded and regularly reviewed, enable staff to identify and address potential dangers quickly. A full set of policies and procedures is in place, and followed vigilantly by the staff to ensure children's welfare is effectively safeguarded and promoted. Careful recruitment

procedures ensure that all adults working with the children are both suitable and well prepared for their role.

The partnerships that staff have with parents and the host school are outstanding. Staff communicate regularly with the teachers of children in the early years age range. Information about how children are progressing in school is regularly shared. In this way the staff ensure that they are fully informed about where children are in their learning and work closely with the teacher to identify next steps for children. Systems to assess children's progress are effective and the emphasis is on sharing these regularly with parents, positively impacting on children's care, welfare, development and learning. Parents' opinions are valued and sought, for example, through the use of questionnaires or the comments box. Links with all the schools children attend are well established, effective and promote the integration of care.

Children use a range of good quality toys and resources; these are well maintained and appropriate to their age and stage of development. Staff deploy themselves well and organise space, time and resources effectively to meet children's needs. They are motivated and create an environment which successfully supports children's learning and development. They recognise when to intervene and join in and when to allow children to play on their own. Staff have a positive attitude towards equality and diversity; they regularly plan activities which help to develop an understanding of a range of cultural backgrounds. Children feel good about themselves as staff treat them with respect. They develop self-esteem and confidence as they voice their opinions and make choices and decisions. The setting's systems of self-evaluation and regular review are very good and involve all staff. This is clearly having a positive impact on the drive towards continuous improvement.

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

Children are settled and happy at the club. The young children have good relationships with the friendly supportive staff, their peers and older children. The older children present have a positive impact upon the care of the younger children. They are sensitive to the needs of the young children and happily include them in their play and conversations. Children's development is well-supported by the staff, who motivate them to become active learners. The environment is well laid out with challenging resources and planned activities which interest the children attending. Staff support children's learning well as they use open-ended questioning to challenge children's thinking. All areas of learning are skilfully used in activities. Next steps in learning and development, for younger children in the early years age range are clearly identified and provided for. Their progress, interests and achievements are clearly recorded and show the good progress children are making towards the early learning goals. Children in the early years age group confidently find and select resources of their choice. Their language skills are developed well because staff frequently use questioning to encourage the children to describe what they are doing and learning when they encounter new things. They are able to initiate conversation with both their peers and adults and

readily talk about life at home and at school. They confidently work together, playing their friends at snooker and showing care for others as they take turns appropriately. Their creative understanding is promoted through the use of art and craft materials. Their work is attractively displayed for others to see, which helps them to take pride in their work and value their achievements. Physical skills are developed well children have fun outdoors playing ball games, chasing one another, enjoying fresh air and exercise. As darkness falls they continue to play outdoors using torches to add to the excitement of their play.

Children enjoy a worthwhile range of activities which help to promote their good health. They learn about the importance of good personal hygiene and understand why they need to wash their hands after visiting the toilet and before eating food. They enjoy regular physical play and can move freely from the indoor to the outdoor environment. Children experience a range of healthy snacks including toast and fruit encouraging them to develop healthy eating practices. However, the organisation of snack time is less effective than the rest of the session. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. Their involvement in setting the club rules encourages them to think about how they can help to keep themselves and each other safe. Children are polite and behave well. They ask each other for and share resources. They take care of their environment as they clear away tables and help tidy up toys. Children take pride in their work and enjoy showing it to appreciative staff.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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