

# Class Of Their Own @ Fairlight

Inspection report for early years provision

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<b>Unique reference number</b>	EY406300
<b>Inspection date</b>	24/01/2011
<b>Inspector</b>	Chris Mackinnon

<b>Setting address</b>	Fairlight Cp School, St. Leonards Road, BRIGHTON, BN2 3AJ
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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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 @ Fairlight opened in 2010. It is run by Class Of Their Own Ltd and provides after school care only. It operates from two rooms within Fairlight County Primary School, which is in Brighton, in East Sussex. All children have access to an enclosed, outdoor play area. The provision is open each weekday from 3pm to 6pm, term time only.

A maximum of 40 children under eight years, of which 15 may be in the early years age range, may attend the provision at any one time. There are currently 10 children in the early years age range on roll. The setting also makes provision for children older than the early years age group, and is registered on the voluntary and compulsory parts of the Childcare Register. There is a staff team of three, and most have early years and/or play work qualifications, with one staff member currently training.

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

Overall the quality of the provision is good.

The out of school setting is effectively organised and individual children's welfare and learning is consistently supported. A well managed play environment is provided, within a secure school site, where children can choose and adapt resources easily. Staff work together effectively to provide a planned programme of activities, that offers challenges to children and supports their continued learning. The setting demonstrates a consistent approach to improvement and self-evaluation, and staff are developing links with the children's teachers and other carers.

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

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

- develop links with the teachers of the contributing schools which the early years age group children attend.

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

The setting is a long established provision, and is part of large locally based organisation providing after school care at a number of school sites. The supervisor works closely with the staff team, who are suitably experienced and training in play work. The setting maintains consistent practice, and successfully promotes children's development, through a well organised key person system, and a planned range of activities. Staff work together effectively and make frequent

adjustments to the activities and presentation of resources, to support and enable children's independent play. Safeguarding is consistently organised and supported within the setting, and a clear range of policies and procedures are in place. Staff have a strong awareness of the need to keep children safe, and use two-way radios to communicate and maintain security at the school site.

Children like to change and adapt their play, and the setting's well prepared play environment allows them to have a good mix of physical activities, and quieter play periods. Children have access to a good supply of play resources that effectively help their learning progress. They enjoy a considerable amount of role play and develop their own games with themed play sets and small world materials. Children use a wide range of tools and materials. For example, they enjoy the challenges of assembly and construction projects, where they can work with staff and each other. A good range of active physical pursuits outdoors are provided, with balls and scooters, and children make good use of the school site, using the climbing wall and themed shelter area.

The provision of diversity and inclusion within the setting is well established and benefits from the staff's positive and organised approach. A range of activities based on different countries have been introduced. For example, the children have benefitted from Brazilian and Hungarian themed activities, involving music and different types of foods. 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. Staff have regular meetings where they discuss new initiatives and follow the progress of the setting's internal development plan. A clearly written self-evaluation document has also been produced for the setting, that identifies areas for further improvement. All actions made at the time of the last inspection have been completed, with new systems and procedures adopted, to ensure continued good practice. The staff team have the benefit of close support from an area coordinator from the parent organisation, and access to advice and practice guidance from the organisation's senior management.

Staff work effectively with parents and other carers. Parents have daily contact with staff and can spend time with their children's key workers; who can provide updates on their children's enjoyment of the setting. A clearly organised parents' notices area is in place and regular questionnaires and feedback forms are used, to gather comments on children's experiences at the setting. Staff at the after school setting take a close interest in the children's experiences at their main sources of education, so that information can be shared and support provided for individual children's learning. This has been identified by staff for further development and therefore, the widening of links with the teachers of the contributing schools, is noted as an area for improvement.

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

The out of school setting provides a well planned range of activities. Staff follow a well organised weekly programme that ensures children experience a good mix of creative and physical challenges, group games and opportunities for shared play. There is a consistent emphasis on children being able to generate their own play. For example, at the start of the session, children ask if they can combine role play resources with dressing up clothes to play superhero games. Staff have a sound understanding of the six areas of learning, and how they are included in play work. A number of adult-led activities are provided each day, to ensure the early years children's learning is supported. Many good questions are asked by staff during activities, which challenges the children's thinking and stimulates ideas. For example, during a paper plane making activity, children are encouraged to try different shapes and designs, and to go outdoors to see how they fly. Staff also take frequent opportunities to interact with children on a one-to-one basis, to learn about their interests and develop their critical thinking.

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 the early years children's responses to activities, and assess their learning progress. The use of individual achievement books is now firmly established, and key staff are confident in how they record children's experiences, identifying patterns of learning, and in particular the children's personal and social confidence.

The setting takes care to ensure children feel safe, and able to play within a secure environment. A well organised set of risk assessments are in place, which cover all the areas used, and staff make daily checks on all the equipment and play materials. The promotion of children's healthy development is effectively organised, and children frequently take part in cooking projects. Children's physical development is consistently supported, with many opportunities provided to challenge and extend children's physical skills, well included in the programme. Staff are confident in their management of children, and clear rules and behaviour expectations are established to ensure fair play and sharing. The setting's key person system is also well organised, to provide close support for the early years children, and ensure their care and welfare needs are met.

Staff show confidence and ability in encouraging children's future learning. Consistent support is provided to help children communicate and make effective use of language. For example, staff consistently encourage children to talk about their interests, and their school experiences. Staff also explore story books with children, and join in with their play to provide guidance and suggest new play ideas. Learning about problem solving plays a large part in the play work programme, and children are successfully encouraged to find their own solutions within activities. For example, during a range of craft based activities, staff encourage the children to help each other complete tasks and achieve results. Children's creative development is well supported and is a consistent and significant element within the setting. Children enjoy painting and drawing and are

highly imaginative in their use of play items for improvised games. For example, children have fun and greatly enjoy using an inflatable bouncer, tied to a skipping rope, as a pretend pet dog. Children's awareness of the world around them also features in their play, as shown through their enjoyment of role play families, with boys and girls cooperating and taking on roles together.

## 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