

# Class Of Their Own @ Connaught

Inspection report for early years provision

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**Unique reference number** EY437451  
**Inspection date** 21/03/2012  
**Inspector** Chris Mackinnon

**Setting address** Connaught Infant School, Connaught Road, HOVE, East  
Sussex, BN3 3WB  
**Telephone number** 01273733337  
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**Type of setting** 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 is an after school setting, registered in 2011 and located at Connaught School in Brighton and Hove. The setting is one of several out of school settings owned by a private company. Children have access to the main school hall and playground. The after school setting is open from 3pm to 6pm 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. The setting currently has 17 children on roll and all are in the early years age group. Children over the age of eight years may also attend the setting. The setting employs three members of staff to work directly with the children. Staff have an appropriate range of qualifications.

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

Overall the quality of the provision is good.

The setting is well organised, with trained staff in place who successfully promote individual children's welfare and achievement. A consistently well-presented programme of activities is provided for children, to support learning through play. Staff effectively inform and include parents and maintain close links with other carers. Self-evaluation is positively applied to promote successful continuous improvement. Overall, the staff are developing the range and deployment of resources well in most areas.

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

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

- improve the deployment of resources to provide a wider range of choices for children to build, adapt and explore materials for themselves.

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

The setting is effectively managed, to provide out of school care for children ranging in age from four to 11 years. Staff are suitably qualified, with a clear staff structure in place. The supervisor and staff team also benefit from the support of an area coordinator and visiting practice advisor. Safeguarding is consistently organised within the setting. Staff have a good awareness of child protection procedures and a well-organised range of records and safeguarding policy guidance is in place.

Staff promote successful continuous improvement. Since registration, the setting has developed closer links with the host school and successfully introduced documentation to assess children's progress. Appraisal and reflective practice are effectively applied. Staff have regular team meetings and follow an action plan that clearly identifies areas for development. A clearly produced self-evaluation document is also used to describe how the setting strives to meet both the Early Years Foundation Stage framework and the Playwork Principles.

Staff ensure children have access to an appropriate range of play and learning resources. Children have access to a main school hall and can easily take their play outdoors, to the school playground. A well presented cosy corner and resources for most aspects of play are accessible. Children greatly enjoy organised arts and crafts and successfully use a range of materials for planned activities involving cutting, sticking and construction. However, the children's options for using ideas to build, adapt and explore resources for themselves is not fully realised

Inclusion and diversity are promoted effectively within the out of school setting. Staff work closely with the children and organise activities to meet their varying needs successfully. The setting has organised key staff, who oversee the well-being of individual children, liaise with teachers, and provide daily contact with parents. Staff organise a good range of activities to develop children's awareness and respect of others. Children learn about other cultures through play projects that link with the school curriculum.

The setting has well organised partnerships. Staff are closely involved with the host school, through their organisation and management. Staff have formal contact with children's class teachers and information on individual children's care and development is successfully shared. Parents are effectively included and kept informed about their children's progress. Clearly presented observation records are provided, with written assessment reports. Photographs are used to show children's engagement in activities. Parents also voice their views on how much their children are enjoying the setting and how they are making friends.

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

Children participate in a well-organised range of activities each day that successfully enhance their enjoyment and achievement. A clearly written play plan is provided, which includes a range of learning themes and projects taken from the host school. The setting also provides a clear guide for how staff should follow the Playwork Principles and the importance of providing support for children to develop their own play. For example, children talk with staff about the possibility of making a film or writing a play they can perform.

Children benefit from the staff's experience and skills with teaching. For example, staff effectively help children to develop their own games. Children are encouraged to set their own rules for group activities, such as turn taking and elimination

games. The assessment of children's progress is well organised. Staff compile clear observation records and keep written accounts of each child's responses to activities. Most of the six areas of learning are commented on, and there is notable focus on children's social development.

Children's skills for future learning are developing successfully. Communication, language and literacy are well fostered through storytelling, reading books and activities that incorporate writing. Problem solving is promoted through a range of activities, using assembly resources, and learning how to join materials. Children make paper and card dragons, and experiment with paint and foam during planned activities. Children are developing their knowledge of the world, with travel, nature and animal based play elements included. Children also adopt play themes from the host school and take part in history projects. They can occasionally lack resources to freely explore ideas for themselves.

Children show a good awareness of how to maintain a healthy lifestyle. Children learn to keep fit and active. They also learn the need for rest times and quiet periods of play. Healthy eating is well promoted through sharing and preparing food at snack times. The setting has the use of the school's kitchen and children enjoy cooking activities. Children are also encouraged to tidy up and wash plates and utensils, which successfully fosters their independence. Children's physical development and confidence is successfully supported. They show skill using tools and materials safely. They use resources to demonstrate their skills in balancing, running and co-ordination. Children also enjoy impromptu races and setting themselves ball game challenges. Exciting group games also engage children and are a good source of fun and exercise.

Children are made welcome and are successfully encouraged by staff to join in and make a positive contribution to the play programme. Children are closely supervised and demonstrate they feel safe within the setting. Well organised safety procedures and risk assessments are also in place. Children's personal and social development is closely monitored and promoted. Children are consistently supported by staff, in setting their own agreed rules of behaviour. Children are also encouraged to listen. They learn teamwork and are able to cooperate with others within a protective environment. They are developing a good awareness of how to keep themselves and others safe.

## 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	3
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

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

<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