

# Class Of Their Own @ Balfour Primary School

Balfour Infants School, Balfour Road, BRIGHTON, BN1 6NE

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 12/02/2013     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |                     |
|--|-------------------------|---------------------|
|  | Previous inspection:    | 2<br>Not Applicable |
| 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 have made good links with children's class teachers to provide shared learning experiences for children
- Staff extend children's language during discussions by introducing alternative words to widen their vocabulary.
- Staff support all children to be very independent in their self care.
- The manager and staff plan well for improvements. They focus on changes that will have the most positive benefit for children.

### It is not yet outstanding because

- Staff do not currently offer many outings for children to explore the wider world around them.
- While there is an area for children to sit quietly, it is brightly lit so children do not always use it when they want to rest.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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

- Staff were observed and questioned
- Children were spoken to and observed
- Documentation was sampled
- Parent's views were obtained.

## Inspector

Stacey Sangster

## Full Report

### Information about the setting

Class Of Their Own @ Balfour Primary School registered in 2012. It is one of 13 privately owned after school clubs and operates from a large hall in the school. Children have direct access to a large playground and field. The club is situated in the centre of Brighton. It is open each weekday from the end of the school day to 6pm during term time. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 26 children on roll in the early years age range. There are six regular members of staff, five of whom hold appropriate early years qualifications.

Bank staff are available to cover at short notice if needed.

## What the setting needs to do to improve further

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

- use outings to the local area for exploring both the built and the natural environment
- improve cosy and softly lit areas to further enhance children's opportunities to rest quietly if they need to.

## Inspection judgements

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

Staff provide children with a wide range of activities and resources. These support their learning and provide them with fun and interesting play opportunities. The setting is based within school grounds and all children who attend the setting also attend the school. Partnerships with the school are very strong. Staff have made good links with the children's class teachers to provide shared learning experiences. Staff consider what children have been doing at school to ensure that the activities offered compliment what the school offer in relation to the Early Years Foundation Stage. As a result children receive a well-balanced curriculum. Where children attend settings other than the school the partnerships are more variable. The setting is considering strategies to engage other providers more successfully.

Most staff are well qualified and engage children in play to promote their learning. Staff ask children questions to make them think and give them information to guide and support them during activities. This supports their problem solving skills. Children have many opportunities to talk and are confident communicators. Staff extend children's language during discussions by introducing alternative words to widen their vocabulary. Children particularly enjoy cooking activities. Staff manage these well, even when group numbers are high. Children are cooperative during these activities, sharing the tasks so that they all have an opportunity to join in. Staff encourage children to develop their social skills as they negotiate, mix with different ages and form new friendships. Staff offer good opportunities for children to engage in physical play both inside and out to develop their large and small muscles.

Children are very independent in their self care. They serve themselves drinks, find their

own coats and bags and ask for particular activities that they like. Children enjoy the secure playground and are able to go in and out as they choose. They clearly notice the effect that exercise has on their bodies as many children help themselves to drinking water after physical activity. Children talk about their improved physical skills, such as being able to run faster or jump higher than they have been able to do before.

Staff monitor children to ensure that there are no gaps in their progress, or areas where they require more support. The club supports children with special educational needs and/or disabilities well and children with additional needs fully integrate into the group. The setting does not employ a special educational needs co-ordinator to work directly in the setting. However, staff have access to a qualified and experienced contact, through the parent company, who can support them when needed. Staff share information with parents and class teachers about children's achievements. As a result, all children are making progress in line with expectations, given their ages and starting points.

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

The key person system is well established. It ensures that there is one particular person who is responsible for supporting each child. Key persons monitor children's needs and are a clear contact for parents. Staff are able to recognise links between children's play and the Early Years Foundation Stage. As a result they are able to plan activities and purchase resources to support all round development and wellbeing.

Children behave very well in the club. Children know simple safety rules and most can identify the reasons behind them. Staff plan good opportunities for children to discuss how to keep themselves and each other safe. At the beginning of each session the manager asks for children's attention to enable her to make any announcements. She lets them know what activities are on offer and shares important information. For example, she shares the decision to change the door that children go in and out of to access the playground. Children are asked if they can think why the adults have decided that this needs to happen. Children guess that this is for safety reasons. The manager expands on their reasons. She gives children information, which they can use in the future to assess risks themselves.

Staff encourage children to be kind and helpful. Staff praise them frequently throughout the session. Staff give children very good encouragement to be independent. Even older children in the setting encourage the younger children to try and do something for themselves before doing it for them. Staff offer children healthy snacks and consult them about the snack menu. This gives them opportunities to discuss what is healthy and what needs to be eaten in moderation. Most children know to wash their hands before eating without the need to be prompted, some children can be heard to remind each other.

Children benefit from plenty of well maintained resources that are all appropriate for their ages. The setting uses a large hall. Staff have created different activity areas using furniture and soft furnishings to divide the space. There is a comfortable area with some soft furnishings, but this is brightly lit and not always used by children who want to rest.

Children who seek a quiet space create these themselves in small areas tucked away from others. Children have free access to the outdoor space and care is taken to ensure that sufficient adults join them to enable good levels of supervision. Staff have considered a range of outings to the local community, but have yet to take children to explore their local area.

Staff encourage children to prepare for 'home time.' They tell them the time that they will be picked up which allows them to plan the end of their game. This means that children are able to leave calmly and happily as they go home each day.

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

The management and staff have a clear understanding of their responsibilities in relation to the learning and development requirements. All requirements are fully met. Staff monitor the progress of children successfully. They work well with other settings that children attend. They ensure that children take part in activities which compliment the Early Years Foundation Stage provision they receive elsewhere.

Staff use safeguarding arrangements to protect children well. The club's recruitment procedures are robust. Only those who are suitable to work with children are permitted to do so. The security of the premises is very good. Children cannot leave the site unaccompanied and unauthorised persons are not able to access the premises. Staff use an intercom system to identify visitors. Staff prevent children from leaving with anyone who comes to collect a child unless their parents have given the setting permission to do so.

Self-evaluation is largely accurate. The manager and staff plan well for improvements. They focus on changes that will have the most positive benefit for children. The club benefits from being part of a large chain. Staff share good practice with other settings and they have access to a large bank of qualified staff who can provide cover. The company management team support the setting well. They work closely with training providers and the school. They are able to feed back issues which have resulted in change in their other settings and identify where they may benefit this setting. They are proactive about making improvements. For example they analyse data from accident books to identify any patterns. This means that they can take action to minimise hazards that might otherwise have been missed.

Systems to support staff and promote good practice are well thought out and effective. Staff have access to good quality training. Managers use careful monitoring of what staff know to identify gaps in staff knowledge. They use this to plan the training that they offer. Management and staff use information gained from training to update policies and procedures. As a result these always meet requirements and reflect best practice. Clear lines of communication ensure that all staff are aware of changes as they take place. The club makes continuous improvements and the quality of care and education offered is

good.

### 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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY452600                 |
| <b>Local authority</b>             | Brighton & Hove          |
| <b>Inspection number</b>           | 882854                   |
| <b>Type of provision</b>           | Out of school provision  |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 4 - 8                    |
| <b>Total number of places</b>      | 48                       |
| <b>Number of children on roll</b>  | 103                      |
| <b>Name of provider</b>            | Class Of Their Own Ltd   |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 01273 507722             |

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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 that are

usually their 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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