

Class Of Their Own @ West Hove Junior School

West Hove Junior School, Portland Road, Hove, East Sussex, BN3 5JA

Inspection date	20/02/2014
Previous inspection date	29/01/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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

- The quality of staff interaction with children is exemplary. They are highly knowledgeable about what interests children and know how to engage them using discussion and respect.
- Staff are very skilled at knowing when to offer children support and when to let them try things for themselves and find resolutions.
- Children behave very well and staff use effective strategies to help them understand their feelings and impact of their behaviour on others.
- Staff make sure all children have a very enjoyable and productive time in the club through offering a broad range of resources they can use imaginatively.
- Leadership is strong and the management team have high expectations of themselves and the staff as they work towards achieving excellence in all areas.

It is not yet outstanding because

- Staff ask children if they like what they do at the club, but do not encourage them to suggest additional activities or resources they would like to have available.

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

- The inspector observed activities inside and outside the club.
- The inspector had discussions with staff, children and the management team.
- The inspector sampled a range of documentation including policies and procedures, risk assessments and staff suitability checks.

Inspector

Jill Steer

Full report

Information about the setting

Class Of Their Own @ West Hove Junior School is one of 15 privately owned out of school clubs. It opened in 2003 and operates from the large canteen in West Hove Primary School in Hove, East Sussex. Children have access to two outdoor play areas. The club is open each weekday after school until 6pm and from 8am to 6pm all during school holidays.

There are currently 44 children aged from four to under five years on roll. The club currently supports a number of children with special educational needs and/or disabilities. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are seven members of staff, six of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2.

What the setting needs to do to improve further

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

- encourage children to express their views of the club to help inform improvements.

Inspection judgements

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

Staff in the club create an extremely relaxed atmosphere and encourage children to choose exactly what they want to do. Staff are very supportive as they sit at the craft tables and children chat casually about their family, clothes and holidays as they create. Children are confident to approach staff for ideas or help such as 'Can you help me make this more secure?' Staff calmly suggest a variety of options and then help children to use tape to attach trays to a box for a toy puppy to sit in. Staff speak constantly to children, making great friendships. They are really tactful and aware of not interrupting children concentrating when they are focussed on a task. Staff are exceptionally skilled at instinctively knowing when to intervene and when children can be left to play independently, so they do not feel challenged or pestered. Some children happily choose to spend time alone and staff are acutely aware of them. They nonchalantly wander by to make sure they have not been left out and respect their need to enjoy their own company for a while. Staff ask many questions of children and encourage them to explore the resources in their own way. Children are confident to know what is available and frequently ask and suggest things to do. They tell their parents about their activities and notices also inform parents what the children are doing so they can be involved.

The staff have created an environment that enables children to express themselves and be confident without being judged. For example, a group of boys choose to play music and

giggle shyly as they gently sway their hips and discreetly dance to a 'boy band' singing on of their hits. They continue assembling their small brick models and examining the dinosaurs as they move and older boys join to sit and watch them, apparently not quite brave enough to dance so they twiddle with the volume instead. Staff observe children and record what they are doing in individual learning journeys. They link the observations to the areas of learning of the Early Years Foundation Stage to track what they are doing and share them with their class teachers in the school. They identify key next steps for children so even though they are on holiday, staff value what the children are doing and make sure there are many positive learning opportunities for them. Children of all ages mix very well together and the older children are very supportive and considerate of the younger ones. For example, they tell them 'Let me give you an example' as they lead them to a drawer and take out a selection of coloured feathers for decoration. Children play outside whenever they choose and staff imaginatively encourage them to experiment and question things. For example, they fashion rings from wire so children can blow bubbles, although not all attempts work. Through trial and error children discover that the smaller ones are most effective. Children have a tremendously good time and continue to learn from worthwhile experiences in their after school and holiday periods.

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

Children are very settled and confident in the club. When they first attend they are assigned a key person to introduce them to the organisation and routine of the club so they understand what is going on. The key person keeps a watchful eye on the children to make sure they are making friends and happy. Staff involve children in compiling the rules of the club so they understand them and can take responsibility for their own behaviour. Children do behave well. Staff help them to understand their feelings and those of others as they talk to them about situations, how certain behaviour makes them all feel and how they think they can resolve issues. Staff help children comply with rules such as everyone picking up 10 things from the floor so they can have snack. Some children choose to take the opportunity to ask staff important questions. Staff reply to them but then ask if they have picked up their 10 things so they can have snack, tuned in to clever avoidance strategies. Staff prepare children's snack for them which takes longer than it does for children to eat it. They tuck in heartily to healthy fruit and buns, chatting and responding to their name being called for the register. There is a strict 'no nut' policy in the club which staff are vigilant to enforce so no child is at risk of an allergic reaction.

Children enjoy and are encouraged to be active and can play outside in the fresh air whenever they want, weather permitting. They can run around and kick balls, accompanied by staff who join in readily with their games. Apparatus is available for children to climb on as long as it is not wet so they do not slip. Staff are well deployed. They follow the children as they move between inside and outside, so the ratios are maintained and children continue to be well supported. Children can also be active indoors, they skilfully perform forward rolls on gym mats and hit ping pong balls to each other across the end of the room. They keep checking all is clear around them as they swing the bats so no-one gets hurt. The rules and staff supervision together, help children play safely as they learn about taking risks while leading healthy lifestyles. Children quickly

learn what equipment and resources there are and ask for anything they need such as marbles for the marble run. The club is well resourced and equipment is suitable for children of all ages attending and covers a wide range of learning opportunities and experiences for children. The resources are arranged into different areas such as for eating, crafts, construction and an area for children to sit and be quiet if they prefer so all their care needs are met.

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

The club is a safe place for children to spend their time after school and in the school holidays. Children are encouraged to explore and take risks safely using the schools outdoor environment and large play equipment. They have clear safety rules explained to them and agreed beforehand. The inspection took place following notification about a serious accident to a child playing outside, as well as a concern raised about the same issue. The notification means that the provider met their legal responsibility as set out in the Early Years Foundation Stage welfare requirements to notify Ofsted of any serious accidents. The inspection found that staff ratios were correct and staff were supervising the children at the time. Staff prioritised comforting the child as no obvious first aid treatment appeared necessary to the qualified first-aider. They informed the parents immediately in accordance with company policy. The management took this accident very seriously. Although risk assessments are reviewed regularly, an additional review was conducted following the accident. In addition, an annual risk assessment takes place for the club and includes all the areas of the school they use as well as equipment. Staff are constantly alert to hazards as they are working so children are kept safe. All newly appointed staff complete a thorough induction programme that includes three hours of safeguarding knowledge. They look in depth at the policy and procedure for safeguarding children in the club so they know exactly who the designated people are to refer concerns and protect the children. For example they learn that they must lock their personal mobile phones away when working with the children.

Staff training and professional development are given high priority by the management team. Staff are expected to achieve a relevant play work qualification to a good level and ongoing training is expected for individual professional development. The management team provide some training in-house and staff attend conferences and training externally to continue to raise the standards of care provided. The management team regularly reflect and review their practice as they strive for very high quality provision and aspire to be the best. They involve staff, parents and children in their evaluations although they do not fully encourage children to express their views on what they want from the club, although they all say they are happy. Staff share children's learning journey's with teachers in the school and parents so they all know what the children are achieving and are involved in their progress. Children who need additional support often benefit from individual staff supervision to ensure their needs are well met while they are having a good time.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY267817
Local authority	Brighton & Hove
Inspection number	937266
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	44
Name of provider	Class Of Their Own Ltd
Date of previous inspection	29/01/2009
Telephone number	01273733337

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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, which are usually the childminder's 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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