

Class Of Their Own @ Holmbush

Inspection report for early years provision

Unique reference number EY393318
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Inspector Bridget Richardson

Setting address Holmbush Primary School, Hawkins Crescent, SHOREHAM-BY-SEA, West Sussex, BN43 6TN
Telephone number 01273 733337
Email sam@classoftheirown.com
Type of setting Childcare on non-domestic premises

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.

Description of the setting

Class of Their Own @ Holmbush opened in 2009 and is one of 10 out of school clubs, which are privately run. It operates from Holmbush Primary School in Shoreham, West Sussex. All children have access to an outdoor play area.

The setting is registered on the Early Years Register, and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the out of school club at any one time. Children on the Childcare Register also attend. There are currently 61 children on roll. Children attend for a variety of sessions. The after school club is open each weekday, term time only from 15:15 until 18.00. The holiday play scheme operates from 08.30 until 17:30 during school holidays. There is an outdoor play area.

The club employs five staff including the manager, of whom three hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The out of school club offers a warm and welcoming environment where children are given a wide range of opportunities, make good progress and develop their confidence and self-esteem. Staff continuously assess and improve the quality of the learning they offer. They make good arrangements for assessing children's achievements and planning for their future learning on an individual basis. They create strong partnerships with parents and other agencies, which enhance the learning experiences they can provide for each child. A formal self-evaluation system is in place which helps identify strengths and weaknesses of the provision This enables the provision to make continuous improvements to benefit children's care, welfare and learning.

What steps need to be taken to improve provision further?

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

- develop staff knowledge of policies and procedures so as to ensure they are able to fully implement them

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the premises are secure and hazards are made safe or inaccessible to children (Safeguarding and promoting children's welfare)

19/08/2009

The leadership and management of the early years provision

The leadership and management of the out of school club is good. The staff work hard to foster positive relationships with the parents. They provide a warm and caring environment for all children. Staff liaise with other providers of the Early Years Foundation Stage (EYFS), which further promotes inclusion. There are systems in place to monitor and evaluate the quality of the provision. The systems include input from the children and staff. The capacity to make further improvement on an ongoing basis is good.

Staff generally ensure the children's safety and welfare at all times. The risk assessment procedure includes areas, equipment, toys, and all outings involving the children. However, some improvements would benefit children's health and safety. Clear policies and procedures are in place to protect children, however staff need to ensure that they are aware of these so that they are complied with at all times. The registered person ensures all staff are fully aware of safeguarding procedures and know how to protect children from harm or abuse. Staff make sure good hygiene procedures are implemented throughout the setting thereby ensuring children's health and well-being is fostered.

The partnership with parents is good. The management team values parent's views and seeks these through a range of media to ensure all parents gain an opportunity to contribute. Parents receive clear information on the setting and the activities that are offered to their child. For example, through half-termly newsletter, through the internet, verbal feedback from staff and photographic evidence of their child at play. The club has a good working relationship with the school, which contributes to the successful running of the club to benefit the children.

The quality and standards of the early years provision

The out of school club offers a child-friendly environment for the children, enabling them to forge strong attachments to both their key person and peers. Staff have created a stimulating and challenging curriculum and demonstrate a good knowledge and understanding of how to support children's early learning. They observe and assess each child routinely to ensure the planning is reflective of, as well as based around, the children's likes and developmental needs. The systems for assessment are reviewed systematically as part of their commitment to providing the best possible care and learning for each child

Children confidently engage with staff and each other. The atmosphere of the club is welcoming and friendly and children are encouraged to show concern for each other. They follow known routines that give some structure to their time and which support good hygiene practices. They are offered a range of healthy options at snack time, which helps to build on children's awareness of healthy eating. Drinking water is accessible to children at all time. Children who are unwell do not attend, which helps to reduce the spread of contagious diseases.

Children's play environment needs some improvement to ensure that it is safe and suitable. Staff do carry out daily checks prior to children's arrival. However, these are not sufficient as the entrance door is not always secure, an iron is not stored safely and the outdoor area is not sufficiently checked to ensure any animal faeces is removed prior to children using. Staff are well deployed to monitor the free flow of children from the indoor to outdoor areas. Children further develop understanding of safety through discussing the fire drill at group time and through clear explanation from staff on why boundaries are set and the reason. This helps children learn how to stay safe.

Children are polite and behave well. They are able to share resources confidently. They engage well in their activities and learn to listen and speak in turn during group time. Children show independence as they select resources and take responsibilities for new children attending ensuring they know where everything is.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 19/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 19/08/2009