

Class Of Their Own @ Mile Oak

Inspection report for early years provision

Unique reference number EY372418
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Inspector Shan Gwendoline Jones

Setting address Mile Oak Primary School, Graham Avenue, Portslade,
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 at Mile Oak Primary School opened in 2006. It operates from a refurbished hut in the school grounds, comprising of two large rooms, entrance hall and kitchen.

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 after school club at any one time. Children on the later years register also attend. There are currently 34 children on roll. Children attend for a variety of sessions. The after school club is open each weekday, term time only from 15:00 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 two staff including the manager, both of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children settle well into the after school club and develop a firm sense of belonging, as a result they are achieving well in all areas of the curriculum. Children enjoy the benefits of the setting's positive approach to inclusion. All children are valued as individuals and cultural differences are positively acknowledged. Staff know the children well and collate relevant information from parents and the school. Consequently children receive continuity of care and their individual needs are well supported. As a result children's welfare is effectively promoted.

What steps need to be taken to improve provision further?

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

- continue to develop systems for making observations and assessments of each child's achievements, interests and learning styles and use them to track children's progress and offer learning opportunities that meet their existing needs and build on what they already know
- ensure the written risk assessments clearly state when they were carried out, by whom, date of review and any action taken following the review or incident

The leadership and management of the early years provision

The manager is well organised and staff are clear about their role and responsibilities. Therefore, children are very happy, safe, secure and confident in their surroundings. The setting has in place appropriate procedures to ensure children's safety and welfare are promoted. For example, clear and robust systems

for recruiting and vetting staff are in place. In addition staff have a good knowledge of safeguarding children and of their roles and responsibilities in reporting concerns.

There are effective systems in place for evaluating practice and staff regularly attend training as part of their ongoing training and development programme. Self evaluation process is in the early stages, the management team is able to reflect on their practice and have begun to devise ways to improve outcomes for children. They are generally aware of their strengths and areas they would like to develop. For example, one of the aims is to progress with knowledge and understanding of the Early Years Foundation Stage, linking this into the 'Play work Principles' for out of school provisions.

The setting works very well in partnership with parents and has established positive relationships. The management team actively seek their views through parental annual surveys, as well as ongoing dialogue and exchange of information. Children have positive views about the staff who take good care of them. One child commented to the inspector 'we have a brilliant time!' 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 staff team plan a challenging and enjoyable programme of activities that supports children in all areas of their learning and development. They have a good knowledge of children's individual abilities and what they are good at, for example, some children like to explore and experiment independently. This is evident as children relish opportunities to free flow between the indoor learning environment and the playground. The activities contribute towards keeping children healthy and developing their physical skills. Staff use a range of teaching approaches which maintain children's interest and plan topics which capture their imagination. Their enthusiastic approach to teaching is reflected in the enthusiastic response of children. For example, children had great fun as they created papier-mâché animals. Staff guided the children whilst ensuring children's own ideas and suggestions were heard and acted upon.

Staff know the children well. They observe the children's progress and use this to plan how best to support children's future learning, although observation and assessment systems are in their infancy. Further development in this areas would enable staff to track children's progress and offer learning opportunities that meet their existing needs. They make good use of spontaneous learning opportunities, such as extending children's ideas for new games during physical play. Children have a good understanding of how to keep healthy and take full advantage of healthy eating options. For example, children enjoy eating segments of oranges when they first arrive at the club.

Staff ensure the safety and welfare of children by following procedures such as completing the risk assessment and safety checks both indoors and outside. However, the monitoring of identified risks is not sufficiently robust. For example,

the intercom system was broken and this impacted on how the children were collected from the club, causing some disruption to the session. Children are respectful and considerate towards each other and the staff team, resulting in harmonious and constructive relationships. The club rules are discussed with the children and are clearly displayed for them to see at all times. Children are developing positive levels of self esteem as staff praise their achievements, acknowledging good listening skills and beautiful art work.

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?	2

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?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.