

The Ark

Inspection report for early years provision

Unique reference number

EY386356

Inspection date

14/10/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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

The Ark out of school club is one of three clubs run by the private provider and was registered in 2009. It is based within the main hall and a classroom in Mawdesley C of E school, in the village of Mawdesley in Lancashire. The setting operates a breakfast and after school club during term time. It is open each weekday between the times of 7.45 to 9.00 am and 3.30 to 6.00 pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 24 children may attend at any one time aged from three years; of these, 24 may be in the early years age group. There are currently five children in the early years age group.

There are three members of staff, of whom two hold appropriate early years qualifications to at least National Vocational Qualification level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The management have not implemented a sufficiently rigorous system for self-evaluation.

Consequently there are aspects of the welfare requirements, such as the vetting procedures and staff organisation, which are not being implemented correctly to fully promote the children's protection. That said, the staff working directly with the children have developed good relationships so that children are happy and at ease whilst at the setting. The premises are kept safe and there is an adequate range of activities and resources to enable children to have some experiences across all six areas of learning. Parents have been engaged sufficiently to ensure that information has been shared to ensure that children's individual and essential needs are being met. Most documentation is in place as required.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain an enhanced Criminal Records Bureau (CRB) Disclosure of every person who works directly with children. Keep records of the information to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers and the date on which they were obtained 28/10/2009

- (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare register)
- revise the procedures for safeguarding to clearly indicate to staff the procedures which must be implemented in the event of an allegation being made. Include the steps to be taken in relation to reporting management. (Safeguarding and welfare) (also applies to the compulsory and voluntary parts of the Childcare register) 28/10/2009
 - ensure information about who has legal contact with the child; and who has parental responsibility for the child has been obtained in advance of a child being admitted to the provision (Documentation) 28/10/2009
 - ensure that staffing arrangements are organised to ensure the safety and meet the needs of the children. In this instance, those as set out in Appendix 2 in relation to staff qualifications and sufficient staff to enable tasks, such as management duties to be undertaken. (Suitable People and staffing arrangements) 28/10/2009
 - detail how a system for reflective practice to identify weaknesses to improve the organisation of the provision and outcomes for children will be implemented in practice (Organisation). 28/10/2009

To improve the early years provision the registered person should:

- increase the range of materials freely available to the children; this relates to creative activities and promoting equality and diversity.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children in relation to conducting suitable checks on adults is not applied with sufficient rigor. This is because the registered provider has accepted previous checks from other employers but has failed to submit renewed checks for new staff who are working alone with the children. In addition no records of the previous checks have been retained to share with Ofsted. This is breach of regulation and a requirement of the Statutory Framework for the Early Years Foundation Stage, (EYFS). The staff have undergone safeguarding training, however, the policy does not include sufficient clarity about how any allegations will be investigated and how staff report concerns that relate to the manager or owner.

On a daily basis children are protected from accidents and harm as staff maintain good security of the premises and implement a series of checks to ensure that hazards have been minimised, and equipment is safe and suitable to protect the children. Policies and procedures are in place and contribute to many aspects of

the setting, such as sickness procedures and records of any accidents. However, some statutory parental information relating to legal contact and parental responsibility has not been obtained. The storage of confidential information is appropriately organised.

The registered provider is not based at the setting and to date has not implemented a system for self-evaluation specific to the setting. This includes monitoring the effectiveness of the systems in place such as managers having sufficient time for complete essential documentation. At present there is minimal planning in relation to activities and improvement for the future.

Furniture, equipment and resources, whilst of good quality and sufficient do not maximise children's progress, due to lack of accessibility and availability. For example, children clearly enjoy making models with reclaimed materials and drawing pictures with pens. However, there is a lack of variety; such as paper and textures. This reduces the opportunities for children to express their ideas through a wide range of types of representation. Activities and resources reflecting the diversity and promoting tolerance of others are limited.

The setting is developing partnership with parents through displays and newsletters. A useful pamphlet is available when children start which outlines how the setting operates. Systems for sharing information about children's learning between parents and the setting has recently been developed but not yet implemented in practice. Informal systems of information sharing between settings that the children attend prior to arriving at the setting are ongoing. Thus, staff know what children have been doing earlier in the day and can provide some activities to suit the children's needs

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

Parts of the organisation help to suitably promote aspects of each of the five outcomes for children. Good role modelling by staff and the children's involvement in developing the club rules successfully promotes the children's early citizenship.

Daily routines promote children's health as staff encourage children to wash their hands before eating. The presentation of the table and food encourages the children to enjoy a relaxed snack. They learn to share and take turns in a sociable environment whilst they make up their own sandwiches with slices of continental meats, soft cheese spread and slices of cucumber and apple. Exercise is actively encouraged and outdoor play is clearly a popular activity. However, staff understand that children have had a long day and respect those children who choose to sit and relax with a book or a puzzle.

The secure relationships established between the staff and children mean that they feel safe and secure. However, the issues regarding vetting procedures mean that there are potential hazards to children's well-being. The daily routines and activity programmes are suitably organised by the staff to ensure that children enjoy a range of adult-led and free play experiences. Choice is limited to what adults

initially set out, although, children are familiar with the range of resources in the store cupboard and confidently ask staff for these.

At present the formal assessment systems in place have not yet been fully implemented and it is not possible to judge the impact this will have on the learning and development for the children. Consequently activities are not currently being planned specifically to meet children's individual needs or next steps in learning. They rely on the generic planning to provide activities which help children to develop and build their questioning, mark making and problem solving skills. These are the skills which contribute to their future life skills.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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 (CR3 Suitability of persons to care for, or be in regular contact with, children) (also applies to the voluntary part of the Childcare register). 28/10/2009

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 (CR2 Arrangements for safeguarding children) (also applies to the compulsory part of the Childcare register) 28/10/2009