

The Ark Out of School Club

Inspection report for early years provision

Unique reference number

EY391785

Inspection date

02/02/2010

Inspector

Margaret Baines

Setting address

Trinity & St. Michaels, Out Lane, Croston, LEYLAND, PR26
9HJ

Telephone number

01772 600 551

Email

finneywilliams@hotmail.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Ark Out of School Club was founded in 1990 and was registered to the current individual provider in 2006. The provider became a Limited Company in 2009. The club operates from the hall in Trinity and St Michaels Primary School in Croston. Children have access to the outdoor grounds. The group is open each weekday from 7.45am until 8.45am and from 3.30pm until 6pm during term time. It serves the children attending the school. A maximum of 24 children may attend at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 62 children on roll. The group supports a number of children with special educational needs and/or disabilities. The service employs six staff to work with the children. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the out of school club at breakfast and after school. They are relaxed and happy as they enjoy activities that promote their learning. The setting is fully inclusive and all children are welcomed. Activities are varied and exciting. Children in the Early Years Foundation Stage (EYFS) are encouraged to make decisions about the activities they wish to participate in. The environment is welcoming to all children, including those in the early years age range. Resources are available to meet the needs of children of all ages. Small children are helped to feel safe and settled, as each child has a key person who assists them at all times. Parents receive detailed information about their children's time in the setting. As a result, children feel supported by caring staff. The setting also maintains continuous improvement through reflective practice including staff meetings and working towards a quality award. However, at present the self-evaluation document has not been completed.

What steps need to be taken to improve provision further?

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

- further develop the use of self-evaluation and include the views of parents and children in the process.
- continue to develop the outdoor area to provide children with additional challenges.

The effectiveness of leadership and management of the early years provision

The registered provider and staff are aware of their responsibility to safeguard the children in their care. There is a safeguarding policy and procedure in place that ensures children's safety is given high priority in the setting. Policies and

procedures are available for the smooth running of the setting. These are readily available for staff and parents to read. Recruitment procedures are effective to ensure children are cared for by suitable persons. The ongoing suitability of staff is addressed through induction procedures and staff supervision. Risk assessments and health and safety practices provide children with a safe environment in which children may play and learn effectively. There are procedures in place that allow children to be collected only by persons who have parental responsibility for them.

The registered provider supports staff development to ensure children are cared for by staff who are qualified or experienced practitioners. For example, one member of staff is currently completing the play work qualification. All staff are encouraged to attend short courses organised by the local authority. Staff demonstrate they are clear about their roles and responsibilities and work effectively as a team, and are committed to improving their knowledge and everyday practice by attending training sessions. For example, staff attend training for first aid. Systems are in place to encourage feedback from parents who feel very positive about the care provided. However, at present they are not involved in the self-evaluation process.

Staff monitor the activities provided, the planning, the environment and what they offer the children, parents and carers to ensure inclusive practice is maintained. The out of school club have established positive relationships with parents and carers, ensuring each child's needs are met effectively. Children are supported by staff who are kind and interested in them. The learning environment is accessible, inclusive and welcoming. Staff promote equality of opportunity and work with parents and other agencies to support children's diverse needs should this be required. Children's work is displayed and resources are accessible to aid independence, choice and decision making. Positive images, resources and activities support children's understanding of difference and diversity in our wider world. Consequently, through effective partnerships and suitable planning and resources, children enjoy their time in this setting.

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

Children are excited and motivated as they enjoy their time in the out of school club. They benefit from the care, activities and good range of resources provided by staff who are developing their knowledge and understanding of the EYFS and how children learn. There is a key person system in place, which results in children forming strong attachments with persons who know them well and are aware of their individual needs to support them to achieve good outcomes. Staff help children develop skills for life as they provide a balance of child-initiated and adult-led activities that promote a positive attitude to learning. For example, children are excited as they create a range of designs using junk to form the three-dimensional models. Staff assist when children request their input in this particular activity. Children play in the spacious hall; they enjoy role play, creative activities, board games and an area for quiet time, where they enjoy free time with friends. Children also have access to an outdoor area, although this at present is limited and lacks challenge.

Children make good progress towards the early learning goals because they experience activities across each area of learning. For example, children enjoy the games that promote their mathematical development. There are good opportunities for mark making and developing language. Children enjoy physical activities daily, for example, on the day of the inspection they had fun on the balancing beams. They use small tools and equipment, extending their development.

Staff are developing their skills to observe and assess children's achievements and identify the next steps in their learning. Staff monitor the environment and routines to ensure all children are included and their individual needs are met. Children develop a sense of achievement as staff use praise and encouragement frequently. Behaviour management is managed effectively; children have devised a set of rules which they adhere to and staff remind them about these rules should unacceptable behaviour occur. Children are aware they must share resources and help tidy up at certain times of the day. They enjoy problem solving and word recognition as they play games and organise themselves. Children have fun and enjoyment. They enjoy a variety of activities that include mark making, creative play and physical play in the outdoor area. Children competently use tools and equipment as they draw, paint and make models. Children enjoy construction materials, for example, they build towers and use their imagination well. Staff skilfully extend children's learning by challenging them and using open-ended questioning. This encourages children to think for themselves and promotes language and communication skills.

Staff support children effectively. They praise them, boosting self-esteem and confidence. As a result, children develop a strong sense of themselves. They are confident in the company of adults and are self-assured. Children are developing their understanding of the importance of healthy living, hygiene practices and healthy lifestyles. Staff encourage independence and self-help skills in everyday routines. Children help themselves to a drink and they wash their hands at appropriate times of the day. They enjoy a good range of healthy snacks; breakfasts include cereals, toast and fresh fruit which children thoroughly enjoy. Snack after school on the day of the inspection included beans on toast or soft cheese on toast, and a selection of fruit plus a drink. Children learn safe practices, such as the emergency evacuation procedure which they have the opportunity to practise each term. As a result, children learn to evacuate the building promptly. The learning environment is very welcoming, inclusive, accessible and safe, and adapted to meet individual needs. Children's understanding of difference and diversity is promoted very well as they learn about our wider world through books and discussion with staff. As a result of the activities available, the very good staff support and the interesting environment, children are making good progress in this out of school club.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
--	-----