

# The Ark

Inspection report for early years provision

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<b>Unique reference number</b>	EY386356
<b>Inspection date</b>	22/06/2010
<b>Inspector</b>	Denise Sixsmith

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<b>Type of setting</b>	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.

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 is one of three clubs run by the private provider and was registered in 2009. It is based within the main hall, a classroom and the resource area in Mawdesley C of E school, in the village of Mawdesley in Lancashire. The club 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 club 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 nine 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 good.

A dedicated staff team ensure that children's individual needs are met very well and all children are valued. The children benefit from attending this welcoming and enjoyable club, which promotes their independence and supports them to make good progress in their learning and development. The provider has a positive approach to maintaining continuous improvement and has implemented actions raised at the last inspection to improve the safety of the children. Children feel safe and confident in the club and have developed positive trusting relationships with the staff. Close links with parents ensure that they are kept well informed about their children's progress.

## What steps need to be taken to improve provision further?

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

- ensure that the risk assessment record clearly states when it was carried out, by whom, date of review and any action taken following review or incident. 01/07/2010

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

- develop further the systems used for self-evaluation, in particular those for obtaining and using the views of parents and children
- review and develop systems to ensure that children can more readily access toys and equipment.

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

The provider and manager of the club make certain that all policies and procedures support the well-being of the children attending. Children are safeguarded as the vetting and recruitment procedures are robust and ensure that only suitable people work with children. Adults understand their responsibility to safeguard children and attend training to update their knowledge of child protection procedures with the nominated person undertaking additional level training. A number of staff have undertaken appropriate first aid training to ensure they can deal with minor accidents on the premises. Risk assessments and daily checks ensure that the premises are safe. However, the record does not contain all required information which constitutes a breach of requirements. Confidential information is organised and stored appropriately.

All children are clearly valued and their needs supported to a good standard. The environment is welcoming, accessible and inclusive. Staff promote equality of opportunity and work with parents and other agencies to support children's diverse needs when required. The shared nature of the premises means that everything has to be packed away after some session. However, staff set up the rooms and open the cupboard so that children can see everything that is available and children confidently ask for items that are their favourites. The premises are clean and well maintained and staff ensure that the snack table is covered with a table cloth at the start of the session to provide a more domestic environment for the children. The provider has a positive approach to maintaining continuous improvement. Self-assessment is conducted mainly through feedback from staff at team meetings and managers at meetings held between the three settings. Views expressed by parents and children are taken into account, although, systems for obtaining these are less well developed. A written self-assessment was not available at the inspection, however, the provider outlined appropriately targeted plans, such as increasing resources which reflect diversity. All actions set at the last inspection have been addressed which has improved the safety and welfare of the children.

There is good clear information for parents in the form of policies and procedure which are easily accessible in the entrance. The notice board and regular newsletters also keep parents informed of any changes. Relationships with parents are relaxed and friendly and they chat about care arrangements and the days events at collection time. Parents are very pleased with the care provided for their children and all stated their children are very happy at the club and often do not want to leave to go home. Staff have developed good relationships with parents to ensure effective continuity of care for each child. They also maintain close links with the school and other early years providers to support the welfare, learning and development of each child.

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

Children show obvious enjoyment while attending the club and are fully absorbed in their play. They enjoy an exciting range of opportunities, such as constructing models from a variety of materials including recycled cardboard boxes and tubes as well as making animals from papier-mâché. Planning ensures that each area of learning is covered and interactions from staff support and challenge children's thinking and problem-solving skills. Children enjoy boisterous outdoor play and use small tools and equipment indoors, extending their all round physical development. Younger children are supported well to follow their interests, for example, an interest in pirates is enhanced through play with a pirate ship, small world figures, dressing up clothes and a toy cutlass.

The main aim of the staff is to support the children through exciting and challenging play. Each child has a learning journey file, in which staff make observations of their interests and achievements, and identify their next steps in learning. Files include photographs and observations of children enjoying art activities, physical and cooperative games. A growing collection of resources, including pictures, dolls and books, help children to learn about and respect difference.

Children feel very safe and secure and develop strong relationships with each other and with the staff at the club. Staff welcome children warmly and ensure that they feel happy and included. Children thoroughly enjoy a good range of healthy snack choices each evening, including fruit, a selection of meats and cheeses for sandwiches as well as sliced peppers and carrots. They decide when to have their snack during their busy schedule and make their own wraps and sandwiches as well as initially helping to set the table. Consequently, children's skills for the future are well supported as they organise and help each other. Children love to play outside whenever they choose with equipment such as pedal cycles, dens, footballs and nets, and have an exciting time as staff play with them, providing them with good role models of healthy lifestyles. Behaviour is good and children have a clear understanding of the boundaries of the club and are polite to each other and adults.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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## **Annex B: the Childcare Register**

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