

# The Ark

Inspection report for early years provision

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<b>Unique reference number</b>	EY364735
<b>Inspection date</b>	25/03/2010
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	Pontesbury C of E Primary School, Bogey Lane, Pontesbury, Shrewsbury, Shropshire, SY5 0TJ
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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.

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## Description of the setting

The Ark After School Club is one of two provisions run by Ark Childcare (UK) Limited. It is situated within the village of Pontesbury, near Shrewsbury, Shropshire. It opened in 2007 as a privately run provision and operates from a designated classroom in Pontesbury C of E Primary School. There is ramped disability access to the building. Outdoor play facilities are available with access to the school playgrounds and playing fields. The out of school club offers places to children attending the village primary school, but also offers places to children attending schools in the surrounding rural areas. The club is open Monday to Friday from 3.15pm until 5.55pm during school term-time only.

A maximum of 24 children aged between four and eight years may attend the club at any one time. Older children may also attend the club and are included in the registered numbers permitted. There are currently 30 children on roll, of whom four are under five years of age. The club is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three members of staff employed at the club, all of whom hold appropriate early years qualifications. Two additional members of staff assist in collecting children from their classrooms or other schools. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are confident and keen to participate in a wide range of activities at this outstanding setting. The staff team are very effective at promoting the children's welfare and work hard to ensure all children are included in activities. Partnerships with parents and the host school are excellent and information is shared very effectively to ensure a smooth transition. The manager and staff have a very clear knowledge of the setting's strengths and areas for improvement. They show an excellent commitment to continued improvement.

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

To further improve the high quality early years provision the registered person should consider:

- develop the use of technology to record children's experiences at the setting.

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

Staff have an excellent awareness of safeguarding and child protection. Children are very well supervised indoors and outdoors. Comprehensive policies and procedures are fully implemented to ensure that children are safeguarded carefully. Risk assessments are carried out daily to ensure that the environment is kept safe and staff are very careful to minimise the risks for children. Security is given a high priority and collection procedures are robust. Fire drills are practised regularly and all procedures are known and understood. There are rigorous systems in place for staff recruitment and vetting. Children play with a range of equipment that is safe and suitable for their age.

Partnerships with parents are excellent. They say their children enjoy attending the club because staff are welcoming and caring and feelings and opinions are valued. They are offered an excellent range of fun activities. Information is shared very effectively through discussion, comprehensive newsletters and the parents' notice board. Parents' views are listened to and acted on and excellent information is shared concerning the youngest children's achievements and progress. Parents are very supportive of fundraising activities. There are also excellent links with the community and the children enjoyed making Christmas decorations for the Festival of Trees held at the local church. Partnerships with the host school and outside agencies are excellent and staff work hard to ensure a smooth transition to and from school. The club benefits from the positive, trusting relationships they have developed. They also benefit from the use of the outdoor environment and facilities.

The club is very well led and managed. Staff meet regularly as a team to discuss their planning, assessment and areas for improvement. Very good progress has been made in addressing the recommendations of the previous inspection. In particular, there is rigorous monitoring of the implementation of action plans. The after school manager updates and continues to follow this each term. Teamwork is strong and there is an excellent awareness of the strengths and areas for improvement. The manager and staff have high expectations and regularly monitor activities. Continuous reflective discussion and evaluation takes place between the manager and directors concerning the after school club. There is an excellent shared commitment to developing the setting.

The views of parents and children are highly valued. Questionnaires and wish lists are part of the evaluation process. Staff work very well as a team to build up an interesting range of activities in a very well-organised setting. They actively promote equality and diversity and there is excellent involvement of children in indoor and outdoor play. Excellent care and sensitivity is shown towards children with special educational needs and/or disabilities. There is regular appraisal of staff and continuous professional development is highly valued. They regularly attend courses to build up expertise and experience. Very effective use is made of resources to meet the needs of the children and they are readily accessible. Staff recognise the need to further develop the use of technology in the activities, including the use of the digital camera and computer to self-evaluate their

achievements. Overall, the manager and staff demonstrate an excellent capacity for improvement.

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

There is very well-planned and purposeful indoor play in a fun environment that fosters independence and respect. Staff have an excellent understanding of the children's interests and build these into the activities. Children experience excellent continuity of care through the key worker system. They achieve very well across all areas of learning. Staff meet regularly to plan activities and share observations. These are entered into individual learning stories for the youngest children and newcomers to the club. Staff are developing ways for the older children to record their achievements through the use of the digital camera.

Children enjoy coming to the setting and achieve very well in their activities. Creative skills are developed very well through role play and craft activities. Children enjoy the excellent resources that are deployed. They enjoy making model villages, including houses, a church and school, and dolls' houses out of construction material. They are enthusiastic as they build dens and concentrate hard as they create masquerade masks and colourful collages out of tissue paper and materials. Their creative skills are developed very well through painting and collage work, based on themes such as Spring, China and Australia. They are enthusiastic as they build dens, decorate stones and make houses out of boxes. They are very keen to learn about festivals and customs such as Diwali, Christmas and the Chinese New Year. Excellent discussions have been held concerning special days such as Holocaust Remembrance Day and Martin Luther King Day. Children develop an excellent understanding of the world beyond their own through recycling materials and researching interesting topics and events. They enjoy tackling problem solving activities and taking part in quizzes. Personal development and social skills are promoted very well through parachute games. Older children are encouraged and praised for giving help and support to younger children. Children cooperate very well as they go on bug hunts in the outdoor environment.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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