

The Ark After School Club

Inspection report for early years provision

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Inspector Alison Large

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Type of setting Childcare - Non-Domestic

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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 run by a voluntary management committee and registered in 2004. It operates from St Bede's Church of England Primary School in Winchester. The club have use of specific classrooms within the school on a rota basis and the outside play area. The club operates Monday to Thursday from 3.20pm to 6pm, during school term times only. The club is registered on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register.

A maximum of 24 children aged under eight years old may attend the club at any one time. Children aged up to 11 years old are also able to attend the club. There are currently 65 children on roll. The club is able to support children with learning difficulties and/or disabilities. There are 10 members of staff employed by the club, some of which have a relevant early years or play work qualification, and one is working towards a play work qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, happy and enjoy their time at the club. The inclusive environment ensures that they have easy access to a range of resources and activities. Children are welcomed into a warm and friendly environment, where they are well supported, and staff get to know them well. Interactions between adults and children are good and children are confident and have high self esteem. Staff evaluate and monitor activities and the setting, and overall, ensure staff access regular training to ensure continuous improvement can take place.

What steps need to be taken to improve provision further?

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

- support staff in developing their qualifications with particular regard to gaining qualifications in play work

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures are in place and all documentation and records are completed to ensure children's health and safety needs are well met and that they are well safeguarded. Staff have a good knowledge of how to safeguard children and are aware of their roles and responsibilities. The committee ensure that all staff are appropriately vetted and that procedures are in place to

ensure all adults working with children are suitable to do so. However, although staff have early years qualifications, and one has a play work qualification, this has been identified as a training need, in order for more staff to gain a qualification in play work. Staff organise the learning environment well and ensure that children can move around freely and gain access to the good range of interesting resources available. Equality and diversity are promoted well. Staff ensure that children are provided with an inclusive environment and that they have access to a range of resources which enable them to learn about valuing each other's differences. Although no formal systems are in place for self evaluation of the club, the staff are reflective and are aware of some areas they can develop. Parents are kept well informed about their children's routines and the Early Years Foundation stage, via information displayed on notice boards and through discussion with staff. They report they are very happy with the care their children receive and that staff are friendly and welcoming and their children love attending. Parents complete various consent forms and provide information about their children's health and welfare needs to ensure that all children are kept safe. Children are collected from the Infant school to attend the club, and staff ensure they liaise with the teachers of the children in the early years age group to ensure information is shared and children's learning and development and welfare is promoted. Thorough risk assessments are in place to protect children's well-being.

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

Children develop warm relationships with the staff, they are encouraged to share and take turns and behaviour is good. Children are able to enjoy a wide variety of play resources and opportunities, such as art and craft, role play or decorating cakes. They confidently initiate their own play and ask for particular resources when needed. Staff introduce some planned activities to offer variety, for example, during the week of the inspection, children were taking part in various activities leading up to Christmas. Staff also plan events at different times of year for different celebrations, including Chinese New Year, Diwali and Easter, which helps children learn about diversity. Children in the early years age group are well supported by staff, who carry out observations and assessments to ensure they are meeting each child's learning needs. Children enjoy the short time they are spending at the club, and are able to relax and have fun after a busy day at school.

Children quickly settle into the routines of the session and staff work hard to provide an interesting and stimulating environment. Children particularly enjoy their cafe-style snack time, where they are able to choose to eat when they are hungry, and have a choice of a variety of healthy and nutritious options. Children are encouraged in good hygiene procedures as they are encouraged to wash their hands before eating and after messy play. They thoroughly enjoy playing outside where they are able to run around and have fresh air and exercise daily. They particularly enjoy wearing the head torches and high visibility jackets when it gets dark, so they are still able to be outside. Staff understand the need to keep children safe and children are able to play in a safe and secure environment. Staff explain the reason for the rules, and gently remind the children if they are doing

something that could be unsafe. The daily register is kept up to date and staff sign the children in on arrival and parents sign them out when they collect them. A good balance of planned and unplanned activities ensures children enjoy their time at the 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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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
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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

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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