

The Exwick Ark Out Of School Club

Redhills School, Landhayes Road, EXETER, EX4 2BY

Inspection date	10/10/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are settled, happy and confident in the setting because staff provide a comfortable, welcoming environment.
- All children are confident communicators and staff are highly effective in supporting those who speak English as an additional language.
- Children build strong relationships with each other and the staff, and consequently behave well and understand expectations.
- The management team work closely to monitor and ensure effective staff performance to promote children's wellbeing and development.

It is not yet outstanding because

- Although staff provide a range of resources for children to develop a positive awareness of different cultures, they do not represent all the backgrounds of the children attending.
- Staff do not fully exchange all information on children's starting points to enhance their learning when they begin in the club.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff both indoors and outdoors.
- The inspector spoke to children and a parent.
- The inspector carried out a joint observation with one of the owners.
- The inspector sampled documentation of policies and procedures, children's records and safeguarding information.
- The inspector held discussions with the owners, the manager and the deputy.

Inspector

Elaine Douglas

Full Report

Information about the setting

The Exwick ArK Out of School Club is a privately owned provision. It registered in 2012 and operates from designated rooms in Redhills school in the city of Exeter, Devon. A secure area is used for outdoor play activities and the children have use of school facilities, including the IT suite, the music room and soft play area.

The setting is open for 50 weeks of the years, each weekday from 3pm until 6pm during

term time and from 8am until 6pm during school holidays. There are 32 children aged four to 11 years on roll. The club supports children who are learning English as an additional language. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four members of staff, all of whom hold appropriate early years qualifications. One of the owners holds Early Years professional Status and Qualified Teacher Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Strengthen the positive image children have of their own culture by increasing the resources which promote an awareness of their unique qualities and those they share with others
- improve the information obtained on the experiences children bring from home and from other settings as a starting point for their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children make good progress overall because staff plan a stimulating environment for children to make independent choices in their play and enjoy a wide range of interesting adult-led activities. For example, children make badges, enjoy cooking and construct their own designs from recyclable materials. Staff work closely with parents and the school to share observations of the children and identify learning priorities. However, they do not fully exchange information on children's starting points to enhance their initial experiences in the club. Staff have a good awareness of giving priority to children's learning in the prime areas. Consequently, children's personal social and emotional development is strong. The youngest children soon make friends and become confident with the routines, staff and expectations. Staff involve children in planning the activities, so they remain motivated to learn.

Staff help children to explore their ideas by sharing conversations and making links with real experiences. For example, a child builds a house with small construction bricks, talking about what they use their rooms for at home. Children listen and respond to others and demonstrate a good understanding as they follow instructions. All children are good communicators, expressing themselves effectively. Staff skilfully support children who are learning English as an additional language. One member of staff speaks several languages

and parents provide words for staff in other languages. Children feel valued because staff include their languages in daily routines. For example, staff greet children in different languages and the children respond in the same one. This also promotes children's awareness of the wider world. During play and activities staff role model the correct use of words without telling children they are wrong, which builds their vocabulary. Children develop useful skills for their future learning through the experiences they have.

Children persevere with skills through good support from staff and are motivated to remain at activities for a sustained period. For example, one child joins a group enjoying skipping. They wait their turn counting along with the others how many jumps each child makes. When it is their turn, they concentrate and listen to the member of staff indicating when to jump, so each time they improve on their ability. Staff pose open-ended questions to children so that they comment on their immediate environment. For example, one child describes how to get to their local supermarket and suggests what mode of transport to use. Staff praise children's achievements so they want to keep on trying and enjoy their learning.

The contribution of the early years provision to the well-being of children

Children develop strong attachments to their key person but are confident to go to all staff to have their needs met. Children comment on having fun at the club and wanting to come. Parents suggest that some children complain if their parents arrive too early to go home. Parents particularly mention the good social interactions their children have with staff, as well as the range of activities. Parents feel the staff understand their children as individuals and know what they particularly like.

Staff provide good role models for children and use good strategies to gain their attention. For example, as they try to discuss the activities available some children get noisy. Staff clap out a rhythm and children soon stop talking and join in. Then staff whisper so that children listen and pay attention. Children generally behave well and develop good relationships. Children are confident to call to others to join them and display pleasure when they do. Staff encourage children to work out problems for themselves and make suggestions when they can not find a solution. For example, while picking football teams staff suggest having secret numbers to make the process fair.

Children gain good independence. They take care of their belongings and the club's resources. Children decide when they want their snack and help themselves, using knives to spread butter and toppings, and pour their own drinks. Children are thoughtful towards each other and offer help, but another reminds one older child that the younger children need to learn as they attempt to pour their drink for them. Children are very confident in the setting and seek staff attention when they need it. For example, one child asks for help putting on dressing up clothes and attracts staff attention for another child.

Children develop good practices to keep them safe and healthy. They independently wash their hands before eating and staff check to ensure they have. Children make healthy choices from a wide range of foods for snack. Staff escort children from the school to the

club and playground, which are in the same grounds. Children walk sensibly in pairs, showing they understand expectations in order to keep themselves safe. Children have daily opportunities to be outside and enjoy a range of physical exercise. Staff provide water and cups so children help themselves to drinks and do not get thirsty.

The environment enables children to use resources in a range of ways, elaborating and testing their own ideas. Children access a wide range of resources and large settees provide comfortable areas for children to relax. However, although there are resources that promote children's awareness of people's differences, they do not represent all the backgrounds of the children attending to enhance their feeling of belonging and positive self-image.

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

The manager works during the day with the owners and so they have daily opportunities to discuss children's development and any concerns. There are good systems to monitor staff performance, including peer on peer observations, so they all support each other in improving their practice. Annual appraisals identify any development needs, which the owners follow up through regular supervision. The management team use a reflective diary for self-evaluation. Through discussion, parent and children's questionnaires the club seeks feedback from all their users. As a result, they have changed the routine so children have outdoor activities straight away after school finishes. They have listened to children's requests not to wear high visibility vests on outings and as a result, have involved children in designing bright T-shirts to wear over their clothes instead. The management team are reviewing the assessment systems and updating the information for parents on the revised Early Years Foundation Stage. The increase in numbers of children mean an increase in staff and the owners are looking to employ specialist coaches to enhance children's development in their specific interests, such as football.

A good induction programme ensures staff effectively implement the good range of policies and procedures. The owner and manager have higher-level child protection training and all staff receive training to know what signs to look for. Staff consistently carry out the extensive risk assessments to help keep children safe, while promoting their independence. All required documentation is in place and is well organised to protect and promote children's welfare.

The management team and staff build good partnerships with parents. Staff invite parents into the club to share their skills, such as drumming, to be involved in activities or attend outings. Parents receive good information on the provision and their child's development. Newsletters, policies and procedures are all available on their website. There are good links with the school and staff encourage children to share their observation files with their teachers. This means children receive consistent support in their learning. Staff have good experiences of working with outside agencies and the school Special Educational Needs Coordinator should they need to support any additional needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early

Years Foundation Stage.

Setting details

Unique reference number	EY440938
Local authority	Devon
Inspection number	800973
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	40
Number of children on roll	32
Name of provider	The Exwick Ark Limited
Date of previous inspection	Not applicable
Telephone number	07516018985

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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