

The Ark Out of School Club

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



Inspection date

24 April 2015

Previous inspection date

2 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are committed to providing a well resourced and inclusive play-based environment, which promotes children's learning across the seven areas of learning.
- Good communication with school enables staff to plan additional activities, which complement children's learning within the classroom.
- Partnership working with parents is strong. Parents speak very highly of the support and service provided and they are kept well informed about their children through electronic communication media and discussion.
- Children are happy, settled and enjoy their time in the provision. This is because staff value and engage well with children during activities and daily routines.
- Children behave well and are very polite. This is because staff act as positive role-models, and provide responsive and caring interactions with children and their families.
- The provider has a good understanding of the requirements of the Early Years Foundation Stage. Children are kept safe from harm because staff have a good understanding of how to manage risks and promote children's health and safety.

It is not yet outstanding because:

- The monitoring arrangements of staff practice are not yet robust enough.

What the setting needs to do to improve further

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

- strengthen the methods used to monitor staff practice, for example, by using the information gained from peer observations more effectively, so that staff share their knowledge and skills to evaluate the quality of teaching.

Inspection activities

- The inspector observed activities and staff interactions in the school hall and the outdoor environment.
- The inspector discussed the process for self-evaluation and sampled policies and records, such as the safeguarding policy and risk assessments.
- The inspector undertook a joint observation with the provider. She also held discussions with the headteacher and staff, at appropriate times throughout the inspection.
- The inspector took into account of the views of parents and/or carers, and children spoken to on the day of the inspection.
- The inspector checked evidence of the suitability and qualifications of staff, including first aid.

Inspector

Hilary Boyd

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff confidently talk about the individual needs and interests of their key children. They use this knowledge, alongside information from school staff, to provide stimulating activities. As a result, children are enthusiastic and motivated as they participate in play of their choice. Staff are deployed well and this helps to ensure they are available to support children as they play. For example, staff enhance children's learning as they help them think about the life cycle of living things, such as frogs. Children's communication skills are developing very well. This is because staff use good teaching techniques to promote this area of learning. For example, they ask open-ended questions and give younger children time to collate their thoughts before answering. Children are imaginative and enjoy playing together as they act out various play scenarios. They use different materials to represent their own ideas during creative play and talk about what they are doing. Consequently, children are consolidating various skills, which complement the learning in school.

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

Children's emotional well-being is effectively promoted throughout the provision. This is because positive relationships are formed with each other and staff, some of whom also work in the school. Children show familiarity with routines, such as gathering together for registration. Children are confident and demonstrate their sense of security with others. For example, during registration, they stand up and talk about the models they have created at school. Children's self-esteem is promoted as staff value the efforts and skill put into their creations. Children of all ages develop self-help skills as they help prepare and make their snack from the healthy food options provided. Children enjoy being physically active outdoors as they play ball games and access toys from the range of outdoor resource boxes. Staff help children develop an understanding of risk, such as reminding them about areas which are currently out of bounds.

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

A good range of policies and procedures help to ensure staff and parents are aware of the expectations set by the provider. Relevant information about children's health and medical needs are obtained from parents and updated as necessary. Staff are appropriately vetted, and those who do not hold a childcare qualification are encouraged to extend their knowledge and understanding. The provider and staff meet regularly to discuss practice, and have annual appraisals. The provider reflects on practice as she strives to maintain good-quality provision for children and their families. Regular discussions are held with the school, and staff attend mandatory training, such as maintaining their first-aid qualifications. However, monitoring arrangements, such as observations on staff practice, are not yet robust to evaluate fully the quality of teaching provided to raise children's achievements even further.

Setting details

Unique reference number	EY391785
Local authority	Lancashire
Inspection number	859388
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	90
Name of provider	The Ark Out of School Club Limited
Date of previous inspection	2 February 2010
Telephone number	01772 600 551

The Ark Out-of-School Club was registered in 2006. The club opens during term times, from 7.45am until 9am, and from 3.30pm until 6pm. The club employs nine members of childcare staff, four of whom hold appropriate qualifications. The club supports a number of children with special educational needs and/or disabilities.

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