

Ark Day Nursery Out Of School Club

St Pauls Cricket Club, St Pauls Ave, Bradford BD6 1SR



Inspection date	22 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is good

- Children happily enter the relaxed environment. They clearly enjoy their time at the club and have positive relationships with the friendly staff. Children confidently make choices about what they would like to play with and engage well in activities.
- Staff effectively promote children's safety and welfare. As part of this, they teach children about dangers and keeping themselves safe in a range of ways.
- Children explore their own ideas as they play imaginatively in the role-play cafe. Staff reinforce skills essential for children's successful future learning as they move through school, such as those in early maths and literacy.
- Staff are good role models and reinforce important social skills to children. Children behave well and are kind, respectful and helpful to one another. They play amicably, sharing ideas and experiences.
- Each key person uses their observations of children's interests, skills and knowledge on entry and during their time at the club, to plan to meet their individual needs. This is reflected in records of learning which are shared regularly with parents.
- The owner encourages unqualified staff to gain a childcare qualification. This has a positive impact on their practice and interactions.
- Although children make independent choices in their play, staff do not fully encourage them to be as independent in some aspects of daily routines, such as mealtimes.
- Staff do not optimise children's opportunities to learn to value and appreciate the similarities and differences between themselves and others.
- Staff do not share precise enough information with Reception staff to enhance children's transitions as they move between settings and complement their learning to the highest level.

What the setting needs to do to improve further

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

- encourage children's independence and self-care skills even further during everyday routines
- provide children with a broader range of opportunities to learn to value and appreciate the similarities and differences between themselves and others
- strengthen partnership working with Reception staff to promote a greater shared and consistent approach to children's care and learning.

Inspection activities

- The inspector observed the activities indoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the owner and manager of the club. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Children receive good-quality care because staff have a secure understanding of their roles and responsibilities and policies and procedures. As part of this, staff understand child protection issues and promote children's welfare by maintaining a safe and secure environment. The owner of the club continually evaluates practice and areas for development in close consultation with the management team and staff. Future plans, for instance, include developing ways to involve parents in sharing their views by distributing questionnaires. The owner and manager undertake peer observations and regular supervisory meetings. This helps to monitor practice more formally and target areas for staff development and training with even greater success.

Quality of teaching, learning and assessment is good

Staff help children to develop a sense of ownership of the club. For example, children share their ideas about activities and resources as well as making suggestions for the teatime meals. Staff use a development tracker to identify any specific early learning goals within the early years foundation stage that they can support children to reach. Children are eager to start playing as soon as they enter the club and they show good focus during activities. They delight in taking turns to be the customer and waiter in the café and use amusing narrative. They use writing for different purposes, for instance, as they create their own labelling for a menu and price list, take orders and generate a bill. Children also use different media to create their own resources, such as pizzas, to enhance the area. Children play collaboratively as they build construction models together and share mark-making resources while making a telescope. Children confidently recognise numbers, especially those of personal significance, such as the number of their house or the age of a sibling.

Personal development, behaviour and welfare are good

Staff get to know children well before they start at the club. They work in close consultation with parents and the children to gather important information. With support, children are encouraged to complete an 'All about me' document which highlights their uniqueness. For example, children draw their family, share their interests and what they are good at and name their friends. Staff share what children will be doing in the club and how they and parents can further support children's learning together. Staff encourage parents to share what their children already know and can do, for example, through the 'My starting points' document. They also carry out and record regular parent conversations during children's time at the club. Staff help to reinforce messages about healthy lifestyles to children. For example, they model and encourage good hygiene routines and children choose from a selection of fruit after their tea. Children delight in talking about the pictures they have drawn as part of the 'People who help us' theme. They also talk about other dangers and how they wear high-visibility clothing to help them to stay safe when they are outside of the setting.

Setting details

Unique reference number	EY537561
Local authority	Bradford
Inspection number	10076981
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	24
Number of children on roll	45
Name of registered person	Strong, Rachel
Registered person unique reference number	RP515532
Date of previous inspection	Not applicable
Telephone number	01274 418981

Ark Day Nursery Out Of School Club registered in 2016. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, all year round. During term time, sessions are from 7am until 9am and from 3pm until 6pm. During the school holidays, sessions are from 7am until 6pm.

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