

Inspection of ARK Franklin Play Centre

A R K Franklin Primary Academy, Harvist Road, London NW6 6HJ

Inspection date:

15 January 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children show confidence and arrive at the club happily. Staff speak to children in a calm and friendly manner. This ensures that children feel safe and secure within the environment. Children have a good awareness of the club's routine. For example, they sit down as they enter the club and wait for the register to be taken. Children demonstrate good social skills. They happily talk amongst themselves as they wait for their peers to arrive. They enjoy spending time discussing their previous Spanish lessons. Children greet their peers by saying 'Hola'.

Children spend time participating in a variety of different activities which they self-select. They enjoy using building equipment to make structures. This supports them to explore their creativity. As children explore activities, staff support them by joining them in play ideas.

Children show a good understanding of the club's rules. For example, staff clap a rhythm to gain children's attention. Children respond well to this. Staff speak to children about the rules that are in place. Children explain that they must not hurt others with their words or actions. Staff reinforce rules throughout sessions. For example, they encourage children to walk indoors. This supports children to understand what is expected of them.

What does the early years setting do well and what does it need to do better?

- Children have opportunities to make choices for themselves. For example, they independently choose where they would like to play. Children spend extended periods of time engaging with play dough. They attempt to push play dough through a colander. This supports them to develop their problem-solving skills.
- Children have plenty of opportunities to develop their physical skills. They have access to a large outdoor area which they use daily. Children enjoy outdoor activities. For example, they enjoy spending time playing 'Simon says'. This supports children to follow instructions and move their bodies in different ways. Indoors, children take part in a game of 'beach, bank, river'. They show high levels of engagement, as they develop their gross motor skills.
- Children have opportunities to role play. Younger children enjoy playing in the kitchen area. Staff support role play ideas by saying 'the food is hot, I need a plate'. This encourages children to develop their imaginative skills.
- Although children have access to a range of activities, these are not consistently available. For example, at the beginning of the session, activities are not readily available for children to participate with. This results in long wait times and, as a result, children become distracted.
- The club is inclusive to all children, including those with special educational

needs and/or disabilities (SEND). Staff support children who require additional support by providing additional adult interaction when needed. This enables all children to be able to access the club.

- Parents speak fondly of the club. They express how children enjoy the time they spend there. They share how they feel staff communicate well and pass on needed information.
- Leaders are reflective. They explain how they identify areas of strength as well as areas that they would like to improve upon. Leaders speak passionately about how they identify potential trauma triggers. They explain how they strive to make adaptations to support all children.
- Staff feel supported. They share how they feel the club is like a family. Staff explain how leaders support them within their roles. They express how they benefit from the training opportunities that are available to them.
- Staff within the club show a good understanding of health and safety protocols. For example, they clean the floors when needed. Staff also share how a risk assessment is completed each day to ensure that areas used by children are kept safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2700793
Local authority	Brent
Inspection number	10367916
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	75
Number of children on roll	250
Name of registered person	People Potential Possibilities
Registered person unique reference number	RP902633
Telephone number	07875724227
Date of previous inspection	Not applicable

Information about this early years setting

Ark Franklin Play Centre registered in 2022. It is located in the London Borough of Brent. The setting is open during term time only, from 3.30pm to 6pm. The provider employs six members of staff, three of whom hold relevant qualification at level 3 and Level 2.

Information about this inspection

Inspector

Emma Long

Inspection activities

- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

We carried out this inspection 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.

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