



Noah's Ark Nursery

Inspection report for early years provision

Unique Reference Number	EY312802
Inspection date	07 June 2006
Inspector	Bridget Richardson
Setting Address	Lancing Manor Park, Manor Road, Lancing, West Sussex, BN15 0PH
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Registered person	Carolyn Hopson
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Noah's Ark nursery opened in 2000, and re-registered under the current provider in 2005. It operates from a self-contained unit within Lancing Manor Park, Lancing. A maximum of 18 children may attend at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children share access to an outdoor play area.

There are currently 45 children aged from 1 to under 5 years on roll. Of these 12

children, receive funding for nursery education. Children come from the local and surrounding area. The nursery currently supports a number of children with special educational needs, and supports children who speak English as an additional language.

The nursery employs six staff. Of these, two of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean and tidy and good daily routines and explanations help children understand the importance of hand washing. Staff encourage children from an early age through gentle reminders to wash their hands after having their nappy changed, visiting the toilets and before meal times. Hand washing facilities are easily accessible to children, which helps promote their independence. Tissues are made accessible to children, and staff encourage children to help themselves and dispose of the used tissues in the bins provided.

Children who are infectious do not attend which helps prevent the spread of contagious diseases. A suitable ratio of staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Accident and medication records are clearly maintained and signed by parents. This helps to ensure that parents are kept fully informed of any accidents or medication that is administered when their child is in the nursery's care. Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs.

Children thoroughly enjoy the varied and nutritious meals offered to them. The cook has a clear understanding of ensuring children receive a well balanced diet and offers children meals cooked from basic ingredients each day. Staff gather all relevant information regarding diet. This ensures children's individual dietary needs are met. Fresh drinking water is made available to children at all times upon request when playing indoors and made accessible to children when playing outside so as they can help themselves. Staff encourage children to drink plenty especially in warm weather to prevent dehydration.

Children enjoy many opportunities to take part in physical play, both indoors and out. They use a range of equipment outside, including slide, climbing frames, roundabouts and sea-saw to develop their balance and co-ordination and enjoy music and movement sessions and warming up exercises indoors. Children's hand and eye co-ordination is good. They are skilful when playing football and throwing games. They negotiate space well when riding on sit and ride toys and scooters and have a good sense of space. Children's fine motor skills are developing suitably. They are competent when selecting and using small equipment such as paintbrushes and chalk.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery offers a warm and welcoming environment to children and parents. Staff welcome families into the setting and child height coat pegs and self-registration system gives children a sense of belonging. Staff organise the indoor space effectively, allowing children to move around freely and independently. There are sufficient sleep mats to allow children to rest and sleep in comfort. However, no clear system is in place to monitor resting children. This means children may not be checked appropriately to ensure their needs are met. Suitable staff interaction helps develop children's awareness of safety within the setting. For example, reminding the children not to run indoors and to tidy away toys before getting other equipment out. A wide range of toys and resources are accessible to children and are carefully selected to ensure they are suitable for the child's age and stage of development.

There are clear procedures for the safe arrival and departure of children. The security is good ensuring children are unable to leave the premises without a suitable adult. Suitable procedures are in place to prevent unwanted visitors gaining entry. Staff are suitably deployed to ensure children are well supervised at all times. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely and evacuation procedures are displayed giving staff, parents or visitors information on these procedures. No formal risk assessment is carried out by staff to minimise hazards and ensure children's safety. This could mean hazards are missed and children's safety jeopardised. The outdoor area is suitable for children to enjoy fresh air and play with good quality equipment that is suitable for their age and stage of development.

Staff have an understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This helps to ensure staff quickly recognise when a child is in danger and can act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children independently choose from a range of activities that are easily accessible and provide stimulation. However, opportunities to explore books independently are limited as books are not always accessible and the area is uninviting to children. The resources are regularly changed during the day to offer children a wide range of opportunities.

Children play an active role in singing and music and movement sessions. They are given a range of opportunities to independently choose what that they wish to sing and join in with enthusiasm with the songs and some of the actions that go along with them. For example, staff using the music sack, giving each child the opportunity to choose one item from the sack and name the song that they wished the group to sing.

Children relate well to each other and to staff. However, at times during the day, staff interaction is limited and opportunities to extend children's development are missed as staff stand back and watch the children play. Children are offered a range of group times and are given opportunities to recognise their own names, and receive praise and encouragement from staff for their achievements, which promotes children's confidence and self-esteem. They enjoy opportunities to talk about the weather and recognising the date and day of the week and to recognise shapes. However, story time does not meet the needs of all the children, as the age range is too large and stories cannot be pitched to suit all the children's needs, resulting in children becoming restless and frustrated.

Nursery education

Children are involved in their learning. They are confident, work independently and show suitable levels of concentration. They are developing good relationships with their peers and adults. They understand the need to share and take turns. For example, in an art activity children are able to negotiate with each other to share the paints and take turns with the different colours available. Children generally behave well and respond to requests for good behaviour. They understand the rules within the setting and abide by them. This helps to ensure good relationships and harmony. Children speak confidently to peers and adults. They talk openly during circle time about themselves and their families. They express their ideas and experiences well using suitable vocabulary. However, staff interaction is sometimes limited which means that they miss opportunities to extend children's learning through questioning and following on children's interests.

Children can link sounds and letters, for example, children are able to recognise the sound and link it to the first letter of their name and are beginning to be able to recognise other words that begin with the same letter. Many children can write their own name and some can recognise familiar words. The organisation of story time does not meet the needs of all the children, the age range is too large and stories cannot be pitched to suit all the children's needs, resulting in children becoming restless and frustrated. Children are given some opportunities to use emergent writing. Children's opportunities to access and enjoy looking at books independently are limited. As the area is unwelcoming and not always accessible to children.

Children show an interest in numbers and counting and are beginning to count in a variety of situations. For example, during snack time counting how many cups or plates then need for their table. During group time, they have the opportunity to recognise numbers and to count up to the date. Children's understanding of space, shape and measure is developing. They recognise the properties of simple shapes and use appropriate mathematical language during free play. Children are given opportunities to use information and communication technology. They learn how to gain mouse control through operating a simple programme. They have opportunities to use a range of tools and equipment to explore their surrounding. They explore objects using magnets and take photographs of each other using a digital camera.

Children are able to recall past and present events and talk about them in-group time. They learn about their own cultures and beliefs, and those of other people through planned activities. Children enjoy singing and music and movement

sessions. They join in excitedly and know the actions that go with each song. Children are given opportunities to use their senses and explore a varied range of materials both natural and manufactured. For example, in the autumn exploring leaves, digging in mud and exploring the different textures of sand and water.

The quality of teaching and learning is satisfactory. Staff miss some opportunities to talk with children about what they are doing and respond to children's interests. They know the children well and are aware of their individual needs. Staff encourage children to have respect for each other and for the resources and their environment. Children enjoy helping to clear up after activities and are encouraged by staff to work together.

Staff knowledge and understanding on the Curriculum Guidance for the Foundation Stage is limited, as they have not completed sufficient training to be able to confidently plan in all six areas. Observations are completed to update children's profiles. However, these are not all maintained to show how children are developing and are not being utilised to enlighten planning to ensure children's individual developmental needs are being met.

Procedures are in place to help to meet the needs of children with special educational needs, or for whom English is an additional language. The nurseries special needs co-ordinator has insufficient experience and training, which may limit the nurseries ability to identify and meet a child's individual needs.

Helping children make a positive contribution

The provision is satisfactory.

Children feel good about themselves and learn to show respect for each other. Staff encourage children to participate in the activities provided, however they recognise children's individual needs and take these in to account. This ensures children have equal opportunities to maximise their enjoyment and potential. Staff treat children as individuals and acknowledge differences and preferences. There is a suitable range of resources to provide children with a positive outlook on the wider world. The nursery has some systems in place to support children who have special needs. Staff work closely with parents and other professionals, to help to ensure the needs of the child are met. However, the special educational needs co-ordinator has insufficient experience and training to date, which may limit the nurseries ability to recognise and meet a child's individual needs. The provision for privacy when intimate care is being provided is suitable, helping children to feeling valued. Spiritual, moral, social and cultural development is fostered.

Children behave well and respond to requests for good behaviour. Appropriate strategies, according to the age and stage of development, help children understand right from wrong. Staff support younger children in sharing and turn taking. They are consistent in their management of behavioural issues and deal with all situations calmly and patiently. This encourages children to respond effectively to any guidance and praise.

Partnership with parents is satisfactory. Relationships with parents are friendly and

supportive. Parents feel welcome and staff give parents verbal information regarding their child's learning and development. However, no formal system has been introduced or written feedback is given to parents at present. Information is given to parents on the curriculum guidance for the Foundation Stage and planning is displayed for parents to view. This gives parents some opportunity to play a role in their child's time within the nursery and to understand why systems are in place.

Organisation

The organisation is satisfactory.

A suitable ratio of the staff in the nursery hold a relevant childcare qualification. The nursery manager has a suitable qualification for the post. There are appropriate contingency plans in place to cover for absences to ensure children always have suitable supervision. The premises layout is suitably organised and children are able to play outside several times during the day.

Documentation required for the safe and effective management of the nursery requires updating to ensure it is in line with current legislation and guidance. An accurate attendance register is maintained on children, staff and visitors to show when they are present.

Leadership and management is satisfactory. Suitable aims reflect a commitment to improving the quality of care and education. A clear induction procedure for all staff, gives new staff an in depth view in to the running of the nursery. Staff have regular meetings with the management and appraisal for all staff are completed annually to support them in their role and to identify training needs. Through this system, staff are encouraged to enrol on relevant courses. This supports staff in their role and ensures they have opportunities to gain the most relevant information available. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update documentation in line with current legislation
- develop staff knowledge to ensure suitable arrangements are in place for caring for children with special needs
- ensure procedures are in place to monitor resting children
- develop the organisation and structure of activities to ensure all children are fully involved and interested. (nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staff knowledge and understanding of the curriculum guidance for the foundation stage, the stepping-stones and the early learning goals
- develop planning, to ensure that information gained from observations are used to inform the next stage of children's learning
- develop the book corner to enable children to have opportunities to freely access the area (care)

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