



Noahs Ark Playgroup

Inspection report for early years provision

Unique Reference Number	226231
Inspection date	15 November 2006
Inspector	Dianne Lynn Sadler
Setting Address	Full Gospel Mission, Pentecostal Church, James Street, Coalville, Leicestershire, LE67 3BX
Telephone number	01530 817061
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Registered person	Full Gospel Mission
Type of inspection	Integrated
Type of care	Sessional 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Noah's Ark Pre-School Playgroup registered in 1990. It operates from the Pentecostal Church building in James Street, Coalville and it serves the surrounding area. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday from 9:15 until 11:45 and from 12:45 until 14:45 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from two to under five years on roll. Of these, 30 children receive funding for nursery education. The playgroup currently supports a number of children with learning difficulties and disabilities and also supports a number of children who have English as an additional language.

The playgroup employs nine members of staff. Of these, seven hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for well in a clean, tidy environment. They stay healthy and thrive because staff follow effective policies and procedures which reflect current environmental health and hygiene guidelines. Good procedures, such as staff using anti-bacterial spray on tables, sustains the good health of children and helps reduce the risk of infection. Children are learning to understand and are becoming aware of good health and hygiene practices, which are promoted through the support and guidance given by the adults. For example, children wash their hands after using the toilet and before eating. They are also encouraged to independently help themselves to tissues, wipe their own noses and throw the tissues away in a bin.

Children benefit from a varied range of nutritious snacks, which ensures they are well nourished. Children enjoy fresh fruit at snack-time, such as melon, pear and apples and can choose from a variety of drinks, such as squash and water. Snack times are sociable occasions and children benefit from engaging in meaningful discussions at this time. The dietary needs of children are discussed with parents and recorded well, ensuring that children with allergies or those that have a specific diet, have their needs met appropriately.

All children are learning about the importance of a healthy lifestyle. They access fresh air and well planned physical play experiences, both indoors and outdoors daily. They enjoy fresh fruit at snack-time and enjoy projects that include activities to discuss dental hygiene. Children are able to rest or be active according to their needs. For example, they can sleep on a mattress if needed and can take part in quieter activities such as reading books on cushions.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in a welcoming and safe indoor and outdoor environment, which helps them feel secure and comfortable. Children can move around safely and with ease, which helps them to settle and feel confident. Risk assessments are carried out on the premises and equipment by senior staff and recorded appropriately. All hazards indoors have been identified and minimised and effective policies and procedures are in place to ensure children are kept safe. For instance, there is a well written collection arrangements policy in place.

Children use good quality, suitable and safe equipment and play resources, appropriate to meet their different needs. Resources are easily accessed by children, for instance books are displayed on a low-level shelf, therefore developing children's independence. Children are learning how to keep themselves safe. They learn about road and bonfire safety and regularly practice the emergency evacuation drill.

Children are protected from harm because staff have a good understanding of their role in child protection. They access training and are aware of what to do if they had a child protection concern about any of the children. However, the child protection policy is inadequate. It does not include a procedure to be followed in the event of an allegation being made against a member of staff, which compromises children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle and are confident in the setting due to good support from caring staff. Children enjoy their time in the playgroup and benefit from positive relationships with both adults and each other. They benefit from a stimulating and interesting environment, both indoors and outdoors, in which they are happy, content and secure. Children's self-esteem and confidence is further promoted from seeing their work carefully displayed. Children are involved in a wide range of well planned activities and spontaneous events, which support their development and learning. They enjoy making active choices about their play and particularly enjoy experiential play, where they are encouraged to experiment and explore their environment. For example, they collect and play with dried autumn leaves outdoors and are taken on an autumn walk in the community. As a result their independence is promoted well.

Nursery Education.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and a clear understanding of how young children learn and progress. Consequently all children are included and make good progress towards the early learning goals. Staff plan a wide range of activities and experiences under each area of learning. Planning links clearly to the stepping stones, gives good guidance to the staff and meets the individual needs of all children present. Staff have a clear idea of the learning intentions for children, which matches the programme of activities. Therefore children extend their learning and are provided with sufficient challenge.

The assessment procedure is satisfactory. Effective use is made of observations to help staff plan for the next steps in children's learning. However, assessment records do not show the starting points of children when entering the Foundation Stage. Therefore, progress children make is not clearly recorded and the next steps planned for children may not be appropriate. The assessment records are shared with parents and they are able to put forward their views.

Staff use a good range of teaching methods to maintain children's interest. Staff know that the children learn better when they are happy and relaxed, they ensure children are well settled before they concentrate on their learning. Staff sit with children, use effective questioning and offer support when needed. As a result children are clear about what is expected of them and are confident to explore and experiment. Children's awareness of the community and the wider world is promoted well through a good range of play resources and visual displays. They learn about all faiths and enjoy creating mehndi patterns for Diwali and designing Christmas cards. Children are motivated and keen to learn. They receive appropriate challenges from staff who understand their needs and ensure they progress well.

Children show a strong sense of belonging as they greet staff on arrival. Children are interested and engaged in their play as they select and carry out activities. They assume responsibility for their personal care. Their independence is being developed at times, for instance, by putting on their own coats when going outside to play. Children behave well, responding positively to the boundaries set. Children can speak clearly and confidently. They respond enthusiastically when they are asked questions by staff members and share their experiences. Children benefit from seeing print in the environment and show a good interest in books. They handle them appropriately and enjoy sharing stories with staff. Children recognise their names and are able to sound letters in their name and other familiar words. Children are developing good writing skills. They know how to form letters and they use writing for a purpose. For instance, they attempt to label their own paintings. They also attempt writing for a variety of different purposes, for example, they create lists, write receipts and address envelopes when the home corner is a post-office.

Children understand and confidently use numbers in their play. They count up to ten confidently and beyond, and are beginning to explore big numbers as they count sixteen children lining up outside. They are developing problem solving skills, compare numbers and are learning about addition and subtraction. For instance, they know that a group of six bean-bags are bigger than a group of four. Children demonstrate that they understand shape, space and measure. They are able to put a group of bean-bags inside a large hoop and confidently discuss size and quantity. Children develop an initial sense of time and place. They discuss whether their birthday is before or after Christmas. Children gain sound knowledge of the environment. They go on an autumn walk, discuss the seasons and delight in observing a cat walking through the playground. They are able to investigate and experiment. They pour water from jugs into pipes outdoors and paint pictures on the wall with water, watching the changes as the water dries. Children are learning about every day technology, for instance they develop their skills using a keyboard and use every day items such as telephones, scales, calculators and rulers.

Effective use of the indoor and outdoor space, helps children develop their physical skills. Children move confidently, when negotiating their way around the main room and when playing in the playground. Children confidently ride wheeled toys outdoors, make windmills turn round by blowing and throe bean-bags into hoops of the same colour. They use one-handed tools competently as they paint their pictures and use scissors for cutting. Children recognise the importance of being healthy through discussions about healthy foods and receiving plenty of fresh air and exercise. They recognise the changes to their bodies when they are active by feeling how quickly their hearts are beating and discussing why. Children take part in action songs and enjoy exploring different musical instruments when outdoors. Children are able to express themselves freely through their art and design and through imaginary play. They constantly use all of their senses and communicate their feelings and thoughts. For instance, they express what wet pasta feels like and watch paint dry on their fingers. Children explore colour and use textured materials in collage, such as, shiny paper, glitter, dried leaves and pasta.

Helping children make a positive contribution

The provision is inadequate.

Effective relationships with parents ensure the staff know the children very well. Children receive good care appropriate to their individual needs, which ensures they are fully included in the setting. Parents share information about children's care needs, cultural and religious needs on admission. This ensures children receive care consistent with home. Good procedures ensure both parties are fully informed. For example, parents receive an informative prospectus, a newsletter every term and written information recorded in a notebook and sent home at the end of every week. However, the complaints policy and procedure is inadequate. The policy is not up to date and there is no procedure in place for recording complaints made, which compromises children's welfare.

Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world. Visual displays depict positive images of different children around the world. Children are also made aware of different festivals and celebrations which include Diwali, Christmas and bonfire night.

Clear, concise policies work effectively in practice to promote equal opportunities for all children. They enjoy positive relationships with the staff and with each other, and feel a sense of belonging, which helps them settle and feel confident. This is further promoted by parents being able to make decisions about the settling-in process for their child. Children with additional needs are supported well. Staff have a pro-active approach to inclusion. They foster close relationships with parents and other professionals to ensure children's needs are understood and met appropriately.

All children are valued and respected as individuals. Their confidence and self-esteem is being developed well by staff with the use of praise and encouragement. Children understand responsible behaviour and behave well. They take turns, share play resources and show concern for others. Children are learning to show respect for each other and there is a strong ethos towards friendship and being kind to each other. This fosters their spiritual, moral, social and cultural development. The behaviour policy is clear and concise, understood by staff and effective in practice. Therefore, staff manage children's behaviour appropriately. However, there is no statement relating to bullying, which compromises children's safety and welfare.

The partnership with parents and carers of children who receive nursery education is good. Information about the educational programme provided is included in the prospectus and displayed in the playgroup. Parents and carers are actively encouraged to become involved in their child's learning in meaningful ways which helps children progress and enables them to make a positive contribution. For example, children bring into playgroup items from home linked to particular themes. Parents are informed about their children's progress and achievements by attending a meeting arranged with the key worker and by being encouraged to look at the assessment records. Parents are able to share information with staff about their child's development observed at home, however this information is not recorded or acted upon. Therefore the next steps planned for children may not be appropriate.

Organisation

The organisation is inadequate.

Effective procedures for the recruitment of staff ensures children are cared for by staff who are suitably qualified and experienced. However, vetting procedures are insufficient and not effective in practice, which compromises children's welfare. There was no evidence available at the time of inspection of the required checks being carried out for all staff working with the children. Good induction procedures ensures staff are fully aware of nursery policies and procedures and aim for a high standard of care for children. Staff are deployed effectively throughout the session, with each member of staff working on a different activity. Staff have a high regard for the well-being of children. For instance, adult child ratios positively supports children's care, learning and play. All documents are available for inspection and shared with parents. However, some policies and procedures are insufficient, compromising children's safety, welfare and well-being.

There is a good training programme implemented for staff and many training courses have been attended. This helps to broaden children's experiences and contributes to the quality of care provided. The leadership and management of funded nursery education is good. There is a clear focus on providing appropriate care and education for all children. Staff are motivated and have developed a supportive team approach. The manager monitors and evaluates the quality of the nursery education provision well, which ensures children are making good progress. She has regular communication with staff to pass on information and has set up sufficient systems to identify areas for improvement.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection, the playgroup agreed to develop the behaviour management policy to include a statement regarding bullying. To develop the statement of procedure to be followed if a parent fails to collect a child or a child is lost. Also to devise an operational plan which is available to parents.

There is now a well written lost and uncollected child policy in place and an extensive prospectus is given to parents and staff that contains all the groups policies and procedures. This ensures children's safety and welfare. However, there has been no improvement to develop the behaviour management policy, to include a statement regarding bullying, which compromises the well-being of children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the standards.

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

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- update the child protection policy to include a procedure to be followed in the event of an allegation being made against a member of staff or volunteer
- develop the behaviour management policy to include a statement regarding bullying
- update the written statement given to parents that provides details of the procedure to be followed if they have a complaint and implement a system to record complaints made
- review and update the vetting procedures.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- ensure the assessment records show children's starting points on entry and give a clear picture of progress made
- ensure the views of parents about their children's educational development is valued and acted upon.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk