



# Mr Noah's Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	127394
<b>Inspection date</b>	05 February 2007
<b>Inspector</b>	Jackie Liffen
<b>Setting Address</b>	Congregational Church, Iden Green, Benenden, Cranbrook, Kent, TN17 4HQ
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<b>Registered person</b>	Mr Noah's Nursery School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Mr Noah's Nursery School opened in 1995 and operates from the Church hall in Iden Green, Kent. It is situated in a rural location on the outskirts of Benenden. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 09:00 to 16:00 apart from Thursdays when it closes at 12:00. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll. Of these, 23 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports some children with learning difficulties and some children who speak English as an additional language.

The nursery employs seven members of staff. Of these five hold appropriate early years qualifications. The setting receives support from Kent Early Years Department.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are beginning to understand simple good health and hygiene practices when they wash their hands at appropriate times, for example, after toileting and before eating. Staff help to prevent the spread of germs by providing individual disposable towels and a step stool to help children reach the dispenser. Children are also protected from infection by staff who use anti-bacterial cleanser to wipe tables before using them for snacks. However, there is little opportunity for young children to rest comfortably when they become tired because they cannot reach the 'snooze corner' independently and the cushions are grubby. Children undertake daily exercise both indoors and out. For example, they delight in participating in exciting imaginative games on the indoor climbing frame and also benefit from the fresh air when undertaking group action rhymes outside.

Some children are well nourished because parents bring sustaining food in their lunch boxes. Children choose from milk or water to drink at snack time but do not have the opportunity to help themselves to a drink whenever they are thirsty during the session. Children generally have a choice of fruit and vegetables to eat at snack time and are often offered birthday cake. Staff make an effort to promote children's understanding of healthy eating by introducing discussions regarding the body and relating benefits of healthy food and drink.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in welcoming, secure and child-friendly premises where staff make an effort to prepare the environment so that it is risk assessed and suitable for the purpose. For example, children experience messy play in a wet room where the floor is easily mopped; they undertake other activities in the main room where some lino is put over the carpet in the centre. Children do not access dangerous materials because both the store room and the kitchen doors are kept shut. Children use suitable equipment such as the indoor climbing frame which has soft play mats underneath it, and child sized tables and chairs. They are learning to avoid accidental injury as they develop spatial awareness when negotiating their way through the room. Staff undertake regular risk assessments so that dangers to children are minimised. However, children sometimes independently climb the stairs outside and there is a risk of them falling and hurting themselves. Children are prevented from burning themselves on the fires by the effective guards and staff ensure that sockets are covered. Children do not exit the building unaided because there is a high lock on the door, and the floor in the messy playroom is especially treated so that children do not slip when it is wet. Children's welfare is protected because staff have a sound knowledge of child protection procedures; they keep careful records so that appropriate action is taken if necessary.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children happily enter the setting with their parents, who encourage their learning by helping them find their own names to put on the board. Children then confidently move to the peg rack where they take off their own coats and hang them up. They then quickly become involved in the broad range of prepared planned activities which support their development and learning. For example, their physical abilities are promoted by exercise on the balancing triangle and the climbing frame and their manual dexterity is encouraged when they play with the junk modelling, painting or creative processes in the messy play room. Children make a number of choices during the free playtime and invent imaginative games. For example, a group use building blocks to erect a pretend coffee machine. Staff use a key worker system and especially monitor younger children to make sure that they are included in all activities. Although sometimes during free play some opportunities are missed to extend children's learning, this is part of the planned structure of the morning when staff want children to learn to interact socially with their peers without interference. Children are learning to relate to others as they develop their games. They also gain in self esteem at circle time when staff encourage them to talk about their news.

### **Nursery Education**

The quality of teaching and learning is good because staff carefully check records to make sure they are prepared to help each child achieve in any particular identified direction. Staff understand their responsibilities and develop effective plans to help all children progress. Staff are familiar with most of the children's abilities and try to make sure that each one is stimulated and encouraged to build on their existing competences. They rotate resources and responsibilities so that children become confident when change is introduced and understand expectations. Children are challenged and helped to reach their potential by staff who frequently interact to ask questions and seriously consider the responses.

Children are becoming independent as they develop their games and dress themselves ready to go outside. They are interested, and motivated to learn as they move around the room in a self assured manner and seek out the activities prepared for them. Children's communication, language and literacy skills are enhanced in a number of ways. For example, they are recognising their own names when they select a card to put on the board at the entrance and they easily reach and look at the letter frieze around the room which promotes discussion with staff. However, children's enjoyment of books is not enhanced sufficiently well to enable them to sit comfortably and become absorbed in reading. Children's understanding about the world we live in is extended by staff as they display relevant posters of the world, talk about the date and weather, introduce games on the computer and encourage children to play with technological toys. Sometimes children's scientific knowledge is increased by staff during their play. For example, staff take the opportunity of discussing different concepts such as weight, volume and effect during water play. Staff promote children's understanding of mathematical language when they talk about the numbers on the frieze, help them colour in shapes and encourage them to count everyday objects such as building bricks. Sometimes children also play matching and grading games. Children have the opportunity to experiment with messy play on a regular basis and enjoy painting and creating objects. They also sing spontaneously and join in music

and movement. Children benefit physically from exercise both indoors and outside. They run around in the fresh air and join in energetic action rhymes which incorporate a great deal of dexterity and motor skills. Younger children are learning spatial awareness throughout the session when they negotiate their way between tables and chairs.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are benefiting from activities and resources to help them value diversity. For example, staff put posters on the walls and introduce a project on Japan. All children are valued and respected within the setting where staff make a particular effort to ensure that each one receives equal respect and concern. For example, they are helped to join in a group exercise followed by everyone producing a drawing based on shapes; all children enjoy this exercise. Staff provide a variety of resources to promote children's understanding of equal opportunities. They assimilate information from pictures and positive images such as male and female dolls with different skin tones. Overall spiritual, moral, social and cultural development is fostered.

Some children have their specific needs met by adults who work in close partnership with parents and carers. Disabled children have easy access to the setting because the group have improved the entrance and facilitated the toilet arrangements. Most children become independent because staff encourage them to join in and they are included in all activities. Children are learning to respond to appropriate expectations for their behaviour because staff use a range of strategies to help them understand the consequences of bad behaviour. Occasionally children become disruptive and affect other children adversely. Staff then use a method of punishment and reward to modify their behaviour.

Partnership with parents and carers is good. The setting works in partnership with parents to promote children's continuity of care by sending out termly newsletters and keeping everyone informed of all relevant events. Parents are aware of how the policies and procedures affect their children. Children benefit from the good working relationship between staff and parents who are generally pleased with their interaction and involvement in the group.

### **Organisation**

The organisation is satisfactory.

Children's security and development is improved because staff follow a prescribed programme of recording their development needs and act upon advice received from Kent Early Years. Staff are assessed as suitable by the provider who ensures that they receive regular appraisals, advice and on-going training so that children benefit from up to date policies and procedures. Children's health and welfare is protected because all staff hold up to date first aid certificates and the provider adopts robust systems to protect children. The leadership and management of the nursery is satisfactory. Children's well being is enhanced when adults give time and regard to the organisation of the setting. However, the leaders agree to improve the deployment of staff and the layout of the room so that generally children have more space and receive more attention. Documentation is sufficient to work effectively with parents to promote the welfare of children. It is filed confidentially and made available when necessary.

The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the group was asked to amend the child protection policy to include procedures to follow where allegations are made against staff. This has been changed and further amendments are being included. Staff were also asked to improve the quality of written information for parents and maintain an accurate registration system. Children benefit because the group now keep parents fully informed and are keeping accurate records of children in the register.

### **Complaints since the last inspection**

Since 1st April 2004, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 good.

### **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):

- provide a clean comfortable area for children to rest and provide facilities for children to help themselves to a drink whenever they are thirsty
- ensure children are unable to fall from the steps outside
- ensure that the organisation of the room and the deployment of staff impacts favourably on the welfare of children

#### **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):

- provide comfortable seating to enhance children's enjoyment of looking at books

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](http://www.ofsted.gov.uk)