

# Noahs Ark Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	226231
<b>Inspection date</b>	20 September 2007
<b>Inspector</b>	Justine Ellaway
<b>Setting Address</b>	Full Gospel Mission, Pentecostal Church, James Street, Coalville, Leicestershire, LE67 3BX
<b>Telephone number</b>	01530 817061
<b>E-mail</b>	
<b>Registered person</b>	Full Gospel Mission
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good. 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?

Noah's Ark Pre-School Playgroup was established in 1990. It operates from the Pentecostal Church, James Street, Coalville, Leicestershire. A maximum of 40 children may attend the playgroup at any one time. The playgroup is open on Monday, Wednesday, Thursday and Friday from 09.15 to 11.45 and 12.30 to 15.00 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 51 children aged from two to under five years on roll. Of these, 37 children receive funding for early education. Children come from the local area. The playgroup supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

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

The group is a member of the Pre-School Learning Alliance and receives support from Leicestershire Early Years through visits from a mentor teacher. It is also a lead setting for the

local education authority which means that it is an establishment that may be visited by other providers to observe practice.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is well promoted in the setting as there are effective hygiene procedures. The environment is clean and tidy. Staff wipe down tables before and after snack with anti-bacterial spray. Any spillages are cleaned up immediately. Staff members have food hygiene certificates.

Children learn about good hygiene through consistent practice during the session. They wash their hands at appropriate times such as before eating and after toileting. Individual flannels are provided to minimise the risk of cross infection. Children understand why they are washing their hands, and say it is to wash the dirt off. The good health of children is further maintained as a suitable sick child policy is in place which is shared with parents at the time of placement.

Children receive appropriate care when they have an accident or become ill, to maintain their good health. There is a clear written procedure for the arrangements of children who become ill whilst at the session. A first aid box is available with appropriate contents and staff are trained in first aid. Accidents and the administration of medicines are appropriately recorded and the required parental permission and signatures sought. Training is accessed for staff for the administration of specialist medication when appropriate. This ensures children's health needs are fully met.

Children enjoy regular opportunities to be active and enjoy physical exercise both indoors and outdoors. As a result their physical development is very well promoted. Children enjoy playing in the large outdoor play area with a varied range of toys including sit and ride toys, a sand and water tray, materials to make a den, water and brushes and balls and hoops. Children move around freely and with lots of space to run around they are able to play without interruption from others. Staff engage well with children and as a result children play outside for long periods of time. Indoors there is space for children to play on the floor.

Children learn about healthy living through activities such as discussing dental hygiene and the effects of exercise on the body. They are well nourished and enjoy a healthy snack of fruit with milk or water to drink. Information regarding dietary requirements is carefully recorded and shared with staff to ensure children's needs are met.

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

The provision is good.

Children are cared for in a welcoming environment which helps them to feel secure and comfortable. Their work is displayed around the room, as well as brightly coloured posters. Children access a good range of toys and equipment which are safe and suitable. The toys and resources are accessible which promotes children's independence and decision making. A good selection is laid out before children arrive so they can immediately start playing.

Children are cared for in a secure and safe indoor environment. There is a clear risk assessment in place which is displayed in the office for instant reference. A daily visual check is undertaken

of the premises, both indoors and outdoors, before children arrive. Good procedures are in place to ensure children's safety at arrival and collection times. There is a safety gate on the door to the main room and a staff member monitors this at both arrival and collection time until all children have arrived or departed. There is good supervision during the session to ensure that children do not leave and visitors do not enter the premises unsupervised. High adult ratios promote children's safety when on outings. Children learn to keep themselves safe as they are given calm and clear reminders by staff during the session, for example, not climbing on a chair. Visitors from the local community talk to children about safety, including visitors from a fire office and a police officer.

Children are safeguarded because staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff members are undergoing refresher training to update their knowledge. The written child protection statement contains relevant information including clear procedures to be followed in the event of an allegation against a member of staff.

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

The provision is good.

Children are very settled and happy and enjoy their time at the setting. Children are given good support to settle by staff members, who are sensitive to children's needs and work with them until they feel comfortable to separate from their parent. Children are confident and unafraid to approach staff when they want something, for example, asking for help with building with the construction blocks. They receive lots of praise and individual attention which fosters their self-esteem well.

Children are involved in broad range of activities, and each session provides good variety to keep children interested and stimulated. They are developing good independence as they choose what they want to do. The 'Birth to three matters' framework is identified in the planning for younger children. However, systems have not been developed that record the progress of younger children who have not begun the Foundation Stage.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage including the areas of learning and aspects within. They are very effective at questioning and encouraging children to think and work out how to do something. For example, a staff member asks a group of children what they need to build a certain shape and how they can fix on one side of the shape. The planning is clear to read and is currently being developed to identify specific stepping stones within particular activities. Differentiation is shown within activities, although this is not fully developed to consistently challenge and extend more able children. Appropriate systems are in place to monitor children's progress and the setting is currently reviewing this to ensure they clearly identify what progress children are making in relation to each of the aspects within the areas of learning. Staff regularly observe children's achievements and each key worker develops an individual action plan for each of their focus children identifying targets for the upcoming half term. Consequently children make good progress towards the early learning goals.

Children are interested and motivated to learn. They engage in play for long periods of time and persevere with tasks, such as constructing a tower. They are confident to speak in group situations, for example, they offer suggestions for what is going to happen next in a story.

They have good relationships with staff and other children and play together well, for example, in the role play area. Two children are playing with the farm, one has three pigs and the other child asks 'Can I have one of them?' The first child happily gives her one of the pigs and they continue playing. Children know the boundaries and expectations, such as, stopping what they are doing when a staff member shakes the tambourine to signify it is time to tidy away.

Children are developing good communication skills. They understand the rules of conversation and listen very carefully when asked or told to do something. Children use their imagination well and during pretend play take on different roles. A child is tired after delivering the letters and asks another child 'Can I sit on there duck?' Children are beginning to recognise different letters and recognise their name as they sit at snack time. A child tells the others on the table 'There's my name, it's got b on it, b for b...'. Children have ample opportunities to write for different purposes, for example, there is a note pad in the role play post office. They thoroughly enjoy listening to stories, and become engrossed in a story about a ladybird and wait with fascination to see what will happen to it as the story unfolds. A well displayed book corner encourages children to choose books independently, which they do during the session. Children attempt to write their own name on their art work and more able children form recognisable letters.

Most children can count up to five and more able children can count up to ten and beyond. They recognise simple numbers as they are used to signify the amount of time left before tidying away. Planning shows that children have regular opportunities to engage in activities looking at number recognition, adding and taking away as well as weighing and measuring. Children engage in a range of activities to develop their knowledge and understanding of the world. They hunt for mini beasts and go for walks in the local wood. A colourful display shows children have learned about the lifecycle of a frog and they regularly sing a song relating to this when tidying away. There are a range of resources to help children learn about information communication technology such as kitchen equipment including a microwave, toaster and kettle. Children learn about a sense of place through interesting activities, such as, going for a walk in the community and then developing a map and models of landmarks.

Children are able to freely express themselves during free painting sessions and role play. Staff do not expect to see pre-determined shapes so that art work is children's own, for example, the frogs in the lifecycle display are all different shapes and sizes. Children regularly engage in activities using musical instruments and learn about rhythm as they tap out their name at register time. Children ably move around the indoors and outdoors and are developing a good awareness of their own space, for example, when joining an activity. They show control when using tools such as scissors and cutters with the play dough. They can move in different ways, for example, moving backwards on the sit and ride toys. Some of the outdoor toys, specifically those that you sit and ride on, do not fully extend older and more able children.

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

The provision is good.

Children are valued and included. A detailed admission sheet is completed which gathers information about the child, such as, likes and dislikes, stage of development and communication needs. Children who speak English as an additional language are well supported as staff ensure words displayed around the setting reflect this. They speak in dual language to the children to support them during their play. Children make choices and take decisions. They choose what they want to do during the session which promotes their independence.

Children benefit from activities and resources which help them value diversity. Resources positively represent the wider world and children engage in activities that acknowledge other cultures and religions such as Chinese New Year. Children with learning difficulties and/or disabilities have their individual needs met and are given good levels of support whilst at the setting. Staff are proactive in discussing any issues with parents and involving the relevant professionals. The written policy is clear and easy to understand.

Children understand responsible behaviour. Children behave well whilst at the playgroup and share and take turns. Staff are good role models who are very calm and friendly. They consistently go over to a child if they want to tell them something so that it is done in a calm and quiet way. Arguments between children are quickly diffused. For example, a child goes to take the toys away from another child. A staff member gets down on the floor so that she is at the children's level. She explains that the first child was playing and that they need to share and that if the other child wants to join in she will have to take her turn. As a result the children play together. Children understand the rules and expectations, for example, a child reminds another child to sit down during story time. Children receive lots of praise and encouragement which fosters their self-esteem. There is a clear written behaviour management policy which includes reference to bullying. Children's social, moral, spiritual and cultural development is fostered.

Children have their individual needs met by adults who work in close partnership with parents and carers. As a result children receive consistent and appropriate care. A useful and informative prospectus is provided for parents at the time of placement. Staff are very visible at the end of the session so that parents can talk to them if they wish. Staff provide feedback on what the children have been doing and complete a written notebook for older children. A suitable complaints procedure is in place along with a complaints log.

The partnership with parents and carers of children who receive nursery education is good. Parents receive useful information about the educational programme. At an early meeting when their child starts the Foundation Stage, they are encouraged to share what they know about their child's development. This then continues through regular meetings with parents where staff also feedback on the child's progress. Parents and carers are actively encouraged to become involved in their child's learning, for example, children bring in items from home linked to particular themes.

## **Organisation**

The organisation is good.

Children are cared for by adults who are vetted, promoting their safety. Appropriate procedures are in place to ensure staff are suitable both at the time of appointment and on an ongoing basis. Recently implemented systems ensure that staff have an up to date Criminal Records Bureau check, as well as declaring any issues that may affect their position. Thorough induction procedures ensure that staff have the relevant knowledge to fulfil their role.

Children are cared for by staff with knowledge and understanding of child development. A high number of staff have relevant qualifications. The setting demonstrates a commitment to improve through training and self-evaluation. All staff attend regular training, for example, the Special Education Needs Co-ordinator is currently doing a range of relevant courses. An action plan has been developed which identifies the most important areas for improvement. There are good arrangements for staff to share information. There are daily discussions both before and after

the session. All staff attend planning meetings. Training is cascaded to other staff members at meetings to share knowledge.

Good ratios are followed during the session so that children get a high level of support. The person in charge is often supernumerary so that she can deal with any queries and visitors as well as admin tasks without affecting the support given to children.

Time, space and staff deployment contribute to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. Staff are very effectively deployed throughout the session. When the children arrive they are sitting at different activities so that they can support the children as they join. They are clear on who is doing what role during the session, meaning that the transition between activities is well managed. Good organisation of the space provides a safe and stimulating environment for children to play and learn. Good consideration is given to the range of toys taken outdoors to provide enjoyment. The main room is well organised to provide different areas for different types of activities.

Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All of the required policies and procedures are in place and are shared with parents and staff. Appropriate documentation is held on file for each child. Documentation is effectively organised. The office is an organised environment where staff can easily find information such as training events, meetings and appointments.

The leadership and management of funded Nursery Education is good. There is a clear management structure and all staff are clear on their roles and responsibilities. The setting has a clear vision to provide the best quality care and education for children who attend. Staff are committed and enthusiastic. All staff attend planning meetings and have input into activities. The person in charge delegates responsibility for different tasks and provides appropriate support and training to develop each staff member. Regular assessment of the setting's strengths and weaknesses identifies the main areas for improvement. The management team regularly check and monitor the work of the staff to ensure the Nursery Education is being effectively delivered.

Overall children's needs are met.

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

At the last inspection of the Nursery Education the setting was asked to ensure the assessment records show children's starting points on entry and give a clear picture of progress made and to ensure the views of parents about their children's educational development is valued and acted upon.

The setting has developed the assessment records so that they show children's starting points on entry to the Foundation Stage and clearly show progress made. There is a system in place to ensure the views of parents about their children's educational development is valued and acted upon. This ensures children make good progress through the Foundation Stage.

At the last inspection of the care the setting was asked to review and update the vetting procedures; 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 and to 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.

Vetting procedures have been developed so that the suitability of all staff is determined both at the time of appointment and on an ongoing basis to ensure children's safety. The child protection policy has been updated to include the procedure to be followed in the event of an allegation against a member of staff to promote children's welfare. The behaviour management policy includes a statement regarding bullying to ensure consistent and appropriate care is provided. The written complaints procedure has been revised so that it gives clear information about the procedure to follow if a parent or carer has a complaint. A system to record complaints has been devised. As a result parents are fully informed of the factors that potentially impact upon children's well-being.

### **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 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 good. 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):

- develop systems to record younger children's progress.

#### **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):

- further develop planning and assessment systems to clearly differentiate activities and fully challenge children.

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)