

# Noah's Ark Kindergarden

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY341664
<b>Inspection date</b>	09 January 2008
<b>Inspector</b>	Kaldip Kaur Chaggar-Brown
<b>Setting Address</b>	26 Reginald Street, Chapeltown, Leeds, LS7 3HL
<b>Telephone number</b>	0113 2627000
<b>E-mail</b>	
<b>Registered person</b>	Noah's Ark Kindergarden
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Out of School 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

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.

### WHAT SORT OF SETTING IS IT?

Noah's Ark Kindergarten was registered in 2006 and offers both full day care and out of school day care. The setting is privately owned. The setting operates from four rooms in a converted brick-building in the Chapeltown area of Leeds. A maximum of 30 children may attend the setting at any one time. The setting is open each weekday from 08.00 to 18.00 for 50 weeks of the year, apart from Christmas and bank holidays. There are currently 26 children on roll. The setting employs 10 members of staff. Of these, six hold appropriate early years qualifications. The setting currently supports children who speak English as an additional language.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

Children's good health is promoted satisfactorily through a variety of ways. Children are learning about personal hygiene through appropriate daily routines. Some children know to wash their hands after a painting activity, although they are unable to do so independently as they have to be accompanied by staff to use the bathroom. Staff effectively clean children's hands before

and after meals with wet wipes and hand gels. The risk of cross-infection is minimised as staff use different cloths for cleaning tables, floors and bathrooms.

Children's individual care needs are well met; for example, staff spend time applying creams to children's dry skin. Children rest and sleep according to their individual needs and staff effectively monitor sleeping children.

Appropriate arrangements are in place which are followed by staff for the administration of medicines. Written permissions and records are satisfactorily kept and medicine is suitably stored. Good arrangements are in place for recording accidents and records include a parent signature. Children's well-being is protected as four members of staff hold a first aid certificate and written parental permission is obtained to seek emergency medical advice and or treatment. Appropriate exclusion and illness procedures are in place and staff take suitable measures when children are unwell. Good systems are in place to access emergency contact details easily, such as telephone numbers.

Children are becoming aware of their bodies' abilities, as they move freely around the playrooms and negotiate the play space well. However, children are not challenged in developing their physical skills, such as climbing and balancing, because physical play activities are not included in daily planning and they do not access the hall on a regular basis.

Children are well nourished as they eat freshly made home-cooked food. They are beginning to learn about healthy eating through discussions with staff. The menu includes some food from around the world, for example, rice and peas with chicken curry. Fresh fruit and vegetables are included in meals and snacks. Children sit together at mealtimes, enjoying this social time with each other. However, children lack opportunity to be independent as food is pre-served and more-able children use only a spoon or a fork. Some younger children feed themselves, although not all young children are able to attempt to feed themselves as they are not given any utensils to use. Children have good access to their own drinks throughout the day. Children's dietary needs are met because information received from parents is well used to plan menus.

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

The provision is satisfactory.

Children are cared for in an environment that is welcoming and clean. The entrance area is informative, with children's artwork and information for parents displayed. Staff greet children and parents warmly on arrival. Children have suitable space to play, rest and eat in. They move around the playrooms freely and understand how to keep themselves safe. Currently, one of the downstairs toilets is waiting for repair and additional toilets are available on the first floor. As all toilet areas are used by children under close supervision they are unable to be fully independent in using the bathrooms. The nappy changing area is not welcoming for children as they have nothing of interest to look at.

Staff take good precautions to keep children safe. For example, external doors are kept locked and visitors sign in and out. Children are developing a suitable understanding of keeping themselves safe as they take part in regular evacuation practices. Safety policies are appropriate and include what to do if a child becomes lost. However, the procedure for uncollected children is not as clearly defined.

Children have a satisfactory range of toys and play equipment to meet their needs. Toys are clean and undamaged. Children access most toys and resources freely, making their own choice

as to what to play with. However, books in the younger children's area are kept in the smaller playroom so are not easily accessible as this room is not used at all times. Children are unable to express their creativity fully in the sand tray due to the limited amount of sand available and at a cutting activity children were unable to cut as they were using plastic scissors which they did not use successfully.

Younger children have play equipment to develop sensory skills, such as wooden toys and pieces of material. Young children enjoy playing with baskets, emptying and filling them. Children have access to improvised toys, such as plastic bottles filled with different coloured water and items such as glitter; children enjoy watching the water rolling around inside the bottles. Children do not have access to domestic-style furniture and are unable to act out home-life scenarios, such as sitting on a settee looking at a book.

Children are suitably protected from harm as staff demonstrate a satisfactory understanding of what to do if they have any child protection concerns. They understand the importance of maintaining confidentiality. The child protection policy includes details of what to do in case of any allegations against staff.

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

The provision is satisfactory.

Children are confident and happy at the setting. They leave their parents easily and look for their friends and seek out activities. Very young children receive appropriate care as their nappies are changed, appropriate food is given and they rest as needed. This information is passed onto parents in the form of daily record sheets. Children's individual profile records do not include the next steps for children's learning.

Children take part in a suitable range of planned activities. However, physical activities are not included in planning and children miss regular opportunities to develop their skills, such as climbing stairs. Young children have good opportunities to explore toys and resources, such as playing with pieces of material, placing it over their heads and enjoying it floating off. Children have time to spend with dolls, feeding them, talking to them and carrying out other caring actions.

Staff are effective at listening to what children want. For example, at tidy up time children who were not ready to join the main group finished looking at a book before joining the other children. Staff are good at recognising when younger children make noises and gestures and what these mean. Children enjoy looking at books, whilst cuddling up to staff, and children copy staff when they make animal noises.

Children have limited opportunities to be fully independent as staff undertake many tasks on their behalf. These include staff filling up paint containers, serving snacks and wiping children's hands. Within the playroom children move around confidently; they share toys and resources, with only minor squabbles which they sort out mostly by themselves.

Staff take opportunities to develop children's language and mathematical skills, such as singing number rhymes whilst waiting for meals. Staff read stories to children and engage their attention. They ask appropriate open-ended questions to encourage discussion about the story. Staff recognise when children have tried hard at an activity, when they have put rubbish in the bin and when they say please and thank you. All children take part in suitable activities to develop their creative skills, such as painting, gluing and play dough.

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

The provision is satisfactory.

Children are treated as individuals and have their own needs met. For example, dietary and care needs are discussed with parents before children are cared for. Suitable permissions have been obtained to meet children's needs.

Children have satisfactory access to age-appropriate resources. Children are developing an understanding of the world around them as they celebrate festivals, such as Christmas and Easter. There is a suitable range of toys and resources that promote positive role models from around the world, although this does not include positive images of disability. Staff talk positively to the children about their own skin colour and children use skin tone shades when painting. Children see positive role models within the staff team, promoting equality. Staff challenge children's attitudes through discussions, such as why boys can push prams. Satisfactory procedures are in place to identify any learning difficulties and disabilities.

Children are generally well behaved. Staff mostly manage children's behaviour appropriately, although when children are removed from the situation, there is limited discussion between staff to ensure the child concerned is appropriately supervised. A suitable policy is in place and parents sign to say they have read and understand it.

There is a good working relationship between the staff and parents. A good exchange of information takes place when children are dropped off and collected, such as what children have been doing. Information is shared with parents through verbal discussion, newsletters and displayed notices. Children's profile records are kept in each room and are accessible to parents. A comments book contains positives comments from parents about the service provided. A suitable complaints procedure is in place.

## **Organisation**

The organisation is satisfactory.

Children are cared for by staff who are suitable to do so. They have been vetted and have appropriate qualifications to work with children. The setting provides opportunities for staff to attend training courses. The staff team has remained mostly the same, resulting in children being cared for by familiar staff. A suitable admissions policy is in place.

Good systems are in place to record children's, staff's and visitors' attendance. Children are grouped appropriately, with under two year olds cared for together in two rooms. Children feel secure as adult to child ratios are maintained. Organisation of the day is satisfactory, with time for children to take part in structured and free play activities.

Policies and procedures contribute to the safe and efficient running of the provision. Records are kept securely. The provision shares appropriate records with parents. Overall, the provision meets the needs of the range of the children for whom it provides care.

## **Improvements since the last inspection**

At the last inspection six actions were raised. The nursery were asked to develop and implement an action plan on how supervisors will achieve a level 3 qualification. The nursery now have two level 3 qualified staff in supervisory roles. The nursery were asked to plan and provide a suitable range of activities for children aged two and three years. The nursery have implemented

an adequate planning record, including messy, creative and sensory activities. The nursery were asked to improve staff's knowledge and understanding of needs of children aged under three years. The manager has started to implemented the 'Birth to three matters' framework and is updating staff during in-house training sessions. Fire drills are now carried out regularly and details are recorded. The nursery were asked to improve procedures for the use of children's bedding, hand washing and cleaning of surfaces to prevent the spread of infection. Children's bedding is provided both by the nursery and by parents and each child has their own bedding. Hand washing procedures include washing hands in the sink and the use of hand gels and wipes. Different coloured cloths are now used appropriately for different surfaces. Drinking water is accessible to all children in the beakers or cups.

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

A complaint was made in March 2007 regarding the qualification of the manager. A provider investigation was carried out and the setting submitted an action plan. Following this an inspection was undertaken. Ofsted are satisfied that the provider remains suitable to continue to be registered.

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**

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.

### **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 children's awareness of and promote their independence in their own personal hygiene practices
- ensure that in the children's downstairs bathroom, the children's toilet is repaired, and the nappy changing area is made more welcoming to children
- clearly define the uncollected child procedure
- plan and provide activities and play opportunities to develop children's physical capabilities
- develop children's independence and self-esteem through first hand experiences
- provide suitable toys and play materials that contain positive images of people with differing abilities
- plan next steps in children's learning to ensure individual needs are met.

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