

# Noahs Ark Day Nursery & Kids Club

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY364920
<b>Inspection date</b>	23 July 2008
<b>Inspector</b>	Sylvia Cornock
<b>Setting Address</b>	Noahs Ark Day Nursery, Vaughans Lane, Great Boughton, Chester, CH3 5XF
<b>Telephone number</b>	01244 343247
<b>E-mail</b>	noahs.ark01@btconnect.com
<b>Registered person</b>	Marc Haydn Owen
<b>Type of inspection</b>	Integrated
<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 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 Day Nursery and Kidz Club is privately owned. It opened in 1998 and was registered by the current owner in 2007. It operates from a purpose-built, two storey building situated in the grounds of Bishops High School, Great Boughton, Chester. The nursery uses the whole of the ground floor for children aged from birth to under five years and the out of school club uses three upstairs rooms. There is access to a secure outside play area. A maximum of 100 children, aged from birth to under five years of age may attend the nursery at any one time and 42 children aged from three to under eight years may attend the out of school club at any one time.

There are currently 201 children on roll, of these, 45 receive funding for nursery education. The setting currently supports children with additional needs and children who speak English as an additional language.

The nursery opens five days a week for 51 weeks of the year, except for Bank Holidays. The hours of opening are 07.30 to 18.00.

There are 29 members of staff working directly with the children, of these, 24 hold a relevant qualification in childcare, with two currently undertaking an appropriate childcare qualification.

The setting receives support from a local authority pedagogue.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and well-being are promoted as good health and hygiene procedures help to prevent infection and cross contamination. Staff have clearly established routines for cleaning surfaces, toys and equipment. The clear nappy changing routine is followed appropriately by staff. These measures help to protect children's good health. Older children in the nursery and out of school are developing a good awareness of simple hygiene procedures, such as hand washing at appropriate times. Older children show awareness of the purpose of hand washing in removing germs.

Children are well protected due to good sickness, medication, accident and emergency procedures. A clear sickness policy helps protect children from the spread of infection. Staff are careful to ensure that medicines are appropriately administered so that children's health is protected. Many staff hold up to date first aid qualifications, helping to meet children's needs in the event of an accident or emergency.

Children throughout the nursery and out of school are very well nourished and are developing an awareness of the importance of healthy eating. Menus are carefully devised taking into account dietary requirements. Children's particular dietary needs and preferences are well catered for. As a result, children benefit from the provision of excellent quality menus, offering children a balanced and nutritious diet. Children learn to develop a healthy lifestyle through daily outdoor play. They are offered and can access drinking water on a regular basis, further promoting their good health and development.

Children's physical development throughout the nursery and out of school club is promoted exceptionally well. Children have daily access to the large outdoor play areas with an excellent range of play equipment; the out of school aged children also have access to the outside facilities and play areas of the adjoining high school which further develops their skills. For example, as the older children have many opportunities to climb and balance on the apparatus and equipment. Younger children show confidence in exploring their physical capabilities using the wheeled toys, weaving in and out as they enjoy and have fun in their designated areas. There is an excellent and broad variety of both indoor and outdoor equipment provided which extends children's progress and capabilities appropriately.

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

The provision is good.

Children throughout the nursery and out of school club are cared for in a happy and welcoming, secure indoor and outdoor environment. They are eager to attend and enjoy their time in the vibrant and safe setting. Children are cared for in a highly innovative planned and organised environment which is conducive to their good learning and development. The individual rooms are well set out and prepared prior to the children's arrival offering them access to excellent activities and opportunities which are supported by an extensive range of resources and

equipment. A parents' notice board with detailed information, colourful posters, photographs and children's work displayed, creates a welcoming atmosphere. Children benefit from a good amount of space indoors which is arranged effectively to provide them with good levels of challenge appropriate to their age and stage of development.

Children have access to an extensive range of toys and equipment on a daily basis, which is continually built upon. This wide range of resources supports a very good programme of themes and activities. Equipment is of a very high standard and checked regularly for safety and hygiene ensuring children are safe at all times. Children are independent as they make choices and self select toys and equipment from those on offer.

Risks of accidental injury to children are minimised because staff are extremely vigilant and assess possible risks to reduce potential hazards. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve children effectively in organising their environment. This allows children to learn some sense of danger and knowledge about how to protect themselves from harm. Regular evacuations of the premises are practised to ensure children know the procedure to follow in an emergency.

Children are cared for within a safe environment as staff employ rigorous safety policies and procedures ensuring children's safety at all times. Staff are extremely diligent in their care of children and the provision of a safe environment through the use of suitable safety equipment, good staff ratios and supervision. Staff hold regular meetings to raise or discuss any issues or concerns. Children learn to keep themselves safe through discussion with staff, for example, about the importance of not running indoors or using toys and equipment safely.

Children's welfare is given a high priority because staff have an understanding of recognising possible signs and symptoms of children at risk. Staff know who the identified member of staff is with responsibility for child protection issues. Some staff members have undertaken child protection training. All staff are aware on how to implement the policies and procedures in the absence of the designated member of staff. This enhances children's safety and well-being. Good well written policies and procedures are shared with staff, parents and carers at all times. Staff very clearly understand their responsibility in maintaining a safe environment for all children.

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

The provision is good.

Children throughout the nursery and out of school club arrive excited and ready to participate in the many varied activities and experiences which await them. Children's ability to relate to others is good, not only do they relate well to adults, but they have developed very good relationships with each other. This is evident when they tell staff and each other about their news, such as where they are going to on holiday. Children enjoy listening to stories being read to them and have fun during free play time when they can select an activity of their choice. Children are happy and contented and are extremely confident and self-assured.

Those who are new are helped to settle by staff who are sensitive towards their individual needs. The youngest children make very good progress because staff recognise the uniqueness of each child. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Children under three benefit greatly from the planning of activities that are specifically geared to enable them to become fully involved and engrossed

in an exciting range of highly innovative activities. Staff have a very good understanding of the 'Birth to three matters' framework which supports children's learning effectively.

Children attending the holiday club look forward to the many planned activities throughout the summer break, which include many visits and outings to places of interest. They are involved in outdoor games, art and craft, and a wide selection of indoor activities which they enjoy.

### Nursery Education

The quality of teaching and learning is good. Children are captivated and greatly inspired by an extensive range of stimulating, relevant activities related to their needs. They access a very broad range of high quality resources, which supports children across all areas of learning. Staff consistently make very good use of their time and resources to support children's learning. Teaching highly motivates the children who are eager to learn, self-assured in their play and confident to try new experiences.

The setting has developed a good system to track both the delivery and receipt of the curriculum. From the start, staff find out about children's skills, interests and needs and build on this information effectively to help children achieve as much as they can. A flexible approach to planning and a good balance between adult and child-led activities allows children to learn at their own pace. Staff are perceptive of children's interests during self-initiated play and use questions very successfully to challenge children's thinking and developing language skills. Observations and assessments of children's achievements are good and linked to the stepping stones, resulting in children who make very good progress towards the early learning goals in all areas of learning, given their capability and starting points. However, they do not operate a key worker system and the written assessments of children's progress and achievements are not regularly transferred to their individual profiles. Although staff know the children well and ensure that planning covers children's individual needs.

Children experience a language rich environment where they develop very good speaking and listening skills. Children know how books 'work' and they freely select books. They participate in story time showing confidence as they engage fully with the story. Children very successfully recognise letters of the alphabet and volunteer to share their knowledge with their friends when looking at the alphabet posters. Pads and pencils are freely used in role play helping children understand that words and print have meaning. Children demonstrate a thorough understanding of number and shape recognition. They confidently count the number of children and adults present and recognise numbers through a range of purposeful songs, stories and activities. They easily describe and point out various shapes around the room.

Many good opportunities to make music are enjoyed by children. They enjoy listening to the music tapes and complete exercises to keep them healthy. They experiment with musical instruments with great enthusiasm. Children enjoy meeting people from the community and supporting various charities within the area. They celebrate many varied festivals, throughout the year. They have completed themes on 'people who help us' and tasting food from around the world. These experiences help children understand diversity and differences.

Children are inquisitive, fascinated by how things work, such as using the programmable toys, magnets and magnifying glasses. They show skill and concentration as they make various pictures and items in art and craft activities and display them on the walls. Children's sense of discovery is exceptionally well supported and their physical skills developed superbly through using the very large outdoor area and indoor activities.

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

The provision is good.

Children's equality of opportunity is given a very high priority and is very well addressed. All children are included in all the activities provided; their individual needs and circumstances are well known and provided for by staff. All children are welcomed and play a full part in the setting because staff value and respect their individuality and the family context for each child.

Children have access to a rich and varied range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. They have extensive opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the setting and occasional walks into the local community. Staff work very effectively with parents, carers and outside agencies to ensure that children who have learning difficulties and disabilities are appropriately cared for and given support to enable them to participate fully in all activities. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is exemplary. Their very good behaviour is a direct result of highly effective staff interaction and involvement with children in their activities. Children receive lots of positive praise and encouragement for their efforts, attempts and achievements aiding the development of their self confidence and self-esteem. Staff are very good role models, showing respect and consideration for children, each other, parents and carers. Children are extremely polite, well mannered and show care and concern for each other. A very positive behaviour management strategy encourages children to be polite, have respect for oneself, others and the environment.

Partnership with parents and carers is good. Children's well-being and development is significantly enhanced by the very good partnership with parents and carers. Parents and carers have access to and receive plenty of very good information about the setting and what it has to offer in terms of the aims and objectives. They also have access to information on themes and their child's day by viewing the notice boards outside their child's room. However, some parents commented that they would like a written daily sheet of their child's day, along with information on the educational provision. Staff make excellent use of the entrance area making this welcome to children, their parents and carers. Staff report good support from parents and carers as they verbally discuss their child's achievements and progress. Those parents and carers spoken to were very positive and supportive of the provision and what it offers their children. This effective communication between parents, carers and staff helps to promote children's learning and progress towards their learning, development and well-being.

## **Organisation**

The organisation is good.

The quality of leadership and management is good. Children's care is significantly enhanced by the good quality of organisation and the very good leadership and management of the setting. The manager's and pre-school leader's clear sighted educational vision is founded in an in-depth understanding of the needs of young children. The commitment and overall ethos of the setting promotes an inclusive environment in which every child matters. Regular staff meetings and very good staff training effectively contributes towards the professional development of the staff. There are good staffing levels in place, which contributes significantly to children's care and development. However, the provision is not consistent in ensuring that every child is allocated to a key person within their group. Comprehensive staff induction and staff information folders are available to all new and existing staff.

All legally required policies and procedures are individual to the setting and fully support the practice of the staff. The premises are well organised. Indoor and outdoor space is laid out to provide children with realistic and challenging play opportunities. Parents are valued and there are systems in place to share information which contributes to the children's confidence and well-being.

All staff are committed to continuous improvement and development. Qualified and experienced staff use the curriculum guidance for the Foundation Stage and the 'Birth to three matters' framework guidance extremely well to provide good quality care and education. They regularly reflect, monitor and improve the quality of their care and education, this means that children thrive and make very good progress.

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

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

Not applicable.

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

Since registration 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):

- ensure every child within their group is allocated a key worker and is mainly responsible for his/her well being on a daily basis and ensure that information about the child is exchanged with the parent

#### **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 that the observations of children are transferred to their profile record on a regular basis to ensure that the planning includes individual children's next steps in their learning and development.

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)