

Noah's Ark Pre-school

Inspection report for early years provision

Unique reference number	507947
Inspection date	17/09/2008
Inspector	Lisa Jane Cupples

Setting address	St. Johns Church Hall, Forton Road, Gosport, Hampshire, PO12 4TQ
Telephone number	07790 227 173
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Noah's Ark Pre-school has been registered since 1988. It is managed by a voluntary committee of parents and carers and has charitable status. The pre-school operates from the hall of St John's Church in Gosport, a residential area of Hampshire. The front of the building has a ramp for ease of access. The pre-school is open each weekday from 09:00 to 12:00, during term time only, and the setting runs a Monday afternoon session as the number of children increases. There is an enclosed area for outside play.

The pre-school is registered on the Early Years Register to provide care for a maximum of 26 children at any one time. There are currently 17 children aged from two to five years on roll. Children are able to attend for a variety of sessions. The pre-school supports children who have learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The committee employs five members of staff to work with the children. All staff hold relevant early years qualifications. The pre-school has achieved accreditation status and receives support visits from the Pre-school Learning Alliance and the local authority.

Overall effectiveness of the early years provision

Children's welfare and learning is promoted successfully in all areas because the staff have effective systems in place to identify and cater for their individual needs. Staff work hard to foster good relationships and, as a result, children are happy, settled, safe and secure during their time at the setting. The staff team are skilled at assessing and evaluating practice as a whole to identify the strengths and weaknesses, ensuring the pre-school continue to develop and improve for the benefit of the children who attend. Good procedures, effectively implemented policies and robust self-evaluation ensure the pre-school is fully inclusive and all children are able participate in the wide range of activities and experiences provided.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the opportunities for children to further develop their large muscle skills in a variety of ways
- ensure all accident records are signed by parents.

The leadership and management of the early years provision

The setting has made very good progress since the last inspection and all previous recommendations have been effectively addressed. The staff team work closely

together to monitor, review and continuously evaluate all aspects of the pre-school, and, as a result, any weaknesses are promptly identified and action plans are drawn up to address them. For example, plastic equipment in the home corner has been replaced with real crockery, helping the children to value and respect the resources they use. The setting also ensures all policies are regularly reviewed and adapted to accurately reflect practice within the setting. The staff team work together to evaluate the setting, as part of their ongoing development plans. The supervisor carries out annual appraisals and the committee strongly endorse ongoing training to further improve the knowledge and skills of the staff team. Peer observations work well and help to build a strong team. Weekly staff meetings ensure everyone is aware of the curriculum, planned learning intentions for individual children and the continuous provision. The pre-school has strong links with local schools and other agencies to ensure the children's needs are met. The partnership with parents is very good and information is shared openly, ensuring parents are informed and involved in their children's learning. For example, parents are included when the children's individual play plans are developed, ensuring they know what their children's next steps are, encouraging them to build on this at home. The pre-school also has an open door policy which enables parents to spend time in the group, further developing their understanding of how their children's learning is promoted. They have access to their children's records of achievement on request and are able to make written contributions about their children's learning at home. All policies, procedures and documents are in place and most are maintained to a high standard, although the parents are not always informed about accidents that occur on the premises. Robust and comprehensive recruitment and vetting procedures are implemented effectively to ensure all adults working with the children are suitable to do so. Staff have a very good understanding of child protection procedures and they all know how to implement them if concerns are identified, helping to safeguard the children who attend.

The quality and standards of the early years provision

Children have access to a wide range of resources and benefit greatly from the well organised learning environment. Their independence is promoted effectively as they move around the hall, self selecting the clearly labelled activities and materials to extend their own ideas. Staff are skilled at asking open-ended questions, encouraging the children to problem-solve and work things out for themselves, helping them to become critical thinkers and active learners. For example, children experiment in the water tray trying to make bubbles, using a wide range of tools until they succeed. Staff support and assist the children, continually engaging them in purposeful conversation, helping them to build their confidence. Children are able to progress at their own speed, as staff differentiate the activities extremely well, taking each child's starting point into account as they build on what the children already know. Detailed observations are completed by the staff and the information is used to identify the children's next steps, which are incorporated into the short term curriculum planning, ensuring the children's individual needs are being met. Staff make good use of the outdoor play area and children reap the benefits of the fresh air daily. All staff have an exceptionally good understanding of the early learning goals, consequently the continuous provision, inside and outside, ensures

all six areas of learning are covered, providing a well balanced programme of activities and experiences for the children. However, children have limited opportunities to develop their large muscle skills in a variety of ways. Children have ample opportunities to express themselves freely, using their imaginations well as they role play, invent stories, and create their own artwork.

Children are secure because staff are vigilant and ensure the premises are safe for their use at all times. Good systems are in place to ensure all visitors are fully supervised and comprehensive risk assessments are carried out, covering the day to day running of the group, the premises and outings. Children learn how to evacuate the building quickly and safely as they practise regular fire drills. Written evacuation procedures are in place and are displayed around the building for staff, parents and visitors. Fire drills are logged and evaluated, as staff continually look for ways to improve the process. Children learn about healthy eating through daily discussion and the well organised snack time. They are able to choose the menu for the following week, which encourages them to try new things. Children talk about the types of food that are good for them as they help to prepare their own snacks, peeling fresh fruit and spreading their own crackers, developing their independence. Children have fun and enjoy their learning as they thrive in this environment because staff ensure the children benefit from a friendly and relaxed atmosphere where they are able to try new things without the fear of failure. They are praised and encouraged throughout the sessions, as staff focus on their positive behaviour and recognise their efforts to help others. Children behave exceptionally well because staff implement the clear rules and boundaries consistently, and the children know exactly what is expected of them. Children communicate well with adults and their peers. Staff assist them whenever possible, using pictorial aids and time lines as the children settle in and begin to learn the daily routines. The children are inquisitive and curious, asking many questions to learn more. Staff respond exceptionally well, ensuring they answer the children's queries in a way they fully understand. Children competently use the computer, creating and printing pictures. They control the mouse with ease and they are beginning to use the keyboard. They learn about the wider world using a range of resources and through planned topics and themes about other cultures and festivals.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.