

Noah's Ark Childcare Centre

Inspection report for early years provision

Unique reference number	EY373884
Inspection date	03/11/2008
Inspector	Janet Butlin

Setting address	c/o Green Ark Children's Centre, Leander House, Fore Street, Devonport, PLYMOUTH, PL1 4DW
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Noah's Ark Childcare Centre is privately owned and is part of a small local chain of nurseries. It is situated within the newly refurbished Leander House Green Ark Children's Centre in Devonport, Plymouth, which is overseen by Action for Children. The provision is accessed by a level pathway and has private off street parking. The nursery has exclusive use of a large playroom, a base room for younger children, a quiet room, and a sleeping room. After-school and holiday activities are provided for children aged up to eight years, and these are based in a room that is also used, at other times, by the children's centre crèche. Another large room within the centre is available for use if needed. There is a large landscaped external area for outdoor play. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register, to provide care for a total of 50 children under eight years of age. Full day care is provided all year round for a maximum of 40 children under five years of age, the setting opening from 07.30 to 18.00 Monday to Friday and there are currently 58 children enrolled. The setting supports children who have learning difficulties and/or disabilities and those who have English as an additional language. Out of school care is provided for an additional 10 children under eight years of age. During term time this is offered from 15.00 to 18.00 Monday to Friday. During school holidays this is available from 07.30 to 18.00 Monday to Friday. A staff of 10 support the provision, all of whom hold appropriate childcare qualifications. The nursery receives the support of the local authority.

Overall effectiveness of the early years provision

Children's needs are very well met in this extremely well resourced setting. They enjoy activities that help them to grow and develop and extending staff's confidence in this area is the nursery's identified focus for the future. All children, and their families, are warmly welcomed and the setting works hard to ensure all are fully included. The nursery has only been open a short time, but they continually review and evaluate their practice and have accurately identified areas for development, for example improving the way documentation is organised. Their capacity to maintain continuous improvement is excellent.

What steps need to be taken to improve provision further?

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

- continue to establish routines and consolidate staff's understanding of how to support children in their individual learning journeys
- improve the organisation of documentation to ensure it protects confidentiality

The leadership and management of the early years provision

The setting uses highly effective methods to reflect and evaluate the service it provides. Working alongside the children's centre they seek the comments not only of parents, but also of children and use this information effectively to plan for the future. Staff are supported in their professional development and eagerly embrace the setting's plans for the future. For example, they speak enthusiastically of extending the use of the newly completed outside area following their recent visit to a forest school. Plans to develop the learning and development programme are clear, achievable and time bound to enable the management to effectively monitor success.

Close working with local agencies and parents ensure that children's individual needs are met. Helpful records are kept of children's progress and parents are welcomed to see these and to make additional comments. The setting has a policy of conducting home visits and are planning to offer parents' evenings to share their first terms achievements.

Children learn to keep themselves safe in their play as, for example, staff help them to work out the safest way to move blocks of wood. Staff have good understanding of the child protection procedures. All policies and procedures are in place to protect children and all who work with them are suitable to do so.

The quality and standards of the early years provision

All children are confident, well settled and happy in the nursery. Babies in particular benefit from the family feel of this charming and enabling environment and communicate with their older playmates very naturally and easily. High quality resources support babies as they begin to walk and climb. They also spend time in a calm, specifically designed space where they explore their senses. Plans show that young children also benefit from the range of activities in the children's centre, for example baby massage and dance. Their contentment in the setting is remarkable. There are good systems in place to ascertain children's starting points and regular observations are used thoughtfully to inform individual plans for their progression. This information is also used to inform day-to-day planning and help staff to support children in their play. Helping staff to become more confident in supporting all areas of learning, in particular exploring the sounds within words, is an area the nursery are focussing on in a well structured development plan. Some of the routines are not yet fully established, which means that children do not yet all respond to non-verbal signals, for example, the tidy up time music. However, children confidently choose their activities and sustain their concentration for as long as they wish. They enthusiastically gather for whole group story time, contributing the ending of the story and performing actions. They establish imaginative play and enlist the help and co-operation of their playmates. They count items they encounter, for example the snails in the fishbowl, and learn about the natural world by caring for the nursery pets. Children develop their large muscles as they climb and balance on equipment outside. They also develop dexterity by learning to master the use of scissors. Staff help children to sustain

their thinking and provide them with just the right amount of encouragement to inspire and extend their learning.

Children enjoy the benefits of fresh air every day in free flow-play. They have healthy snacks of fruit and access drinks whenever they want one. They are well cared for in the event of having an accident as there are always members of staff in attendance who have first aid qualifications. Accidents are recorded in individual books, and storing these more appropriately to protect confidentiality is something the nursery have identified as an area for immediate improvement. Children are kept extremely safe in the setting as it is totally secure and protected by keypad entry systems. They are also protected by the regularly rehearsed fire evacuation procedure. Children are extremely well behaved and respond to effective behaviour management systems and the constant, positive reinforcement and attention of staff. They are developing skills for the future as they embrace the home languages of their playmates and learn to share and co-operate.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 registration or 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.