

# Noah's Ark Preschool

Inspection report for early years provision

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**Unique reference number** EY373689  
**Inspection date** 12/01/2009  
**Inspector** Lindsay Helen Dobson

**Setting address** Gracious Street, Knaresborough, HG5 8DS

**Telephone number**

**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).

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 Pre-School is a committee run group and was originally registered in 1993 and re-registered in 2008 to cover changes to the building. It is located in Knaresborough and serves the local and surrounding areas. The pre-school operates from within the Methodist Church hall and has use of one play room, the main hall plus toilet and kitchen facilities.

The Pre-school is registered on the Early Years Register to care for a maximum of 13 children aged between two and five years. There are currently 33 children on roll. The pre-school currently supports children with learning difficulties and children with English as an additional language. The group opens five days a week during term time. Sessions are from 09.15 to 12.45 each day of the week and from 13.30 to 16.00 Monday to Thursday.

There are four members of staff working with the children, all hold a recognised childcare qualification. One member of staff is working towards a further qualification. The group receives regular support from the Local Authority.

## Overall effectiveness of the early years provision

All children are warmly welcomed into the setting by friendly, approachable staff who demonstrate a sound commitment to inclusion. Children are happy, settled and relaxed, as the staff respect and value them as unique individuals and have a good understanding of how to meet their needs. The well-established key person system and effective partnerships with parents ensure that activities are tailored to children's preferences, which means that they are motivated, interested and consequently making good progress in their learning and development. Developing systems for self-evaluation help staff to make continuous improvements with regard to children's welfare, learning and development, which has a positive impact on outcomes for children.

## What steps need to be taken to improve provision further?

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

- ensure all visitors to the setting sign the visitors book
- ensure evidence of staff qualifications and training courses attended are available
- develop hand washing routines for children with particular regard to snack time

## The leadership and management of the early years provision

The staff work well together as a team to promote children's welfare, learning and development and a child-friendly atmosphere is prevalent throughout the setting.

The committee have appropriate recruitment, vetting and induction procedures in place to ensure the suitability of staff to work with children. The staff are suitably qualified, experienced and motivated to develop their practice through regular training. However, not all evidence of training attended is available for inspection. Developing systems are in place to monitor quality and foster improvement. The staff have a shared vision for the future and work together to ensure improvements are made when necessary. For example, they are currently working with the church to enable children to have access to free flow play using the outdoor area, developing this to its fullest extent.

A comprehensive range of policies and most procedures, required for the safe and efficient management of the setting, are consistently implemented by staff to promote children's health, welfare and safety. However, the visitors book is not accurately maintained. Children's individual records are frequently reviewed to ensure their care needs continue to be met and their personal information is stored securely. Written risk assessments are in place for the premises, toys, equipment and activities and these help to ensure children's safety on the premises and whilst on outings. Children are further safeguarded because the staff have a good understanding of child protection issues, have accessed relevant training and know the procedures to follow should they have concerns.

Children are treated as individuals and close relationships are developed between key persons, children and their families. The setting has suitable procedures in place to liaise with other agencies and this helps to promote continuity of care for the children. Parents are provided with good information about the setting through access to policies, procedures and display boards. Staff complete initial home visits to enable them to develop a close relationship with the children and their parents. This also enables them to gather an understanding of children's interests and provide for them when they attend the setting. Through being made very welcome, parents and carers develop a good rapport with staff and they regularly exchange verbal and written information about their children.

## **The quality and standards of the early years provision**

Children are provided with a good range of age appropriate resources, which are good quality, freely accessible and promote all aspects of independence and free choice. Staff are skilled at allowing children to develop their own ideas and engage in sustained periods of play, but offer good support to children when required. Staff use observations to inform planning and promote the next steps in children's learning.

Children are making good progress overall in their learning and development; they are enthusiastic and motivated learners who engage in group and solitary play. Children are happy to see the staff and their friends, they chat to staff and each other on arrival and go straight into their play. Some children engage in role play and show excellent imaginations as they plan a wedding, writing invites for the staff and their friends. Some children dress up as pirates and further their game by drawing treasure maps which they share with others. Staff help the children to develop their play by introducing additional resources and supporting them, for

example, staff help children to write menu cards in the café. Children's independence is fostered throughout the setting; they can access the continuous snack provision, toilets and areas of play as they choose.

Children are beginning to write for a purpose as they attempt to put their names on their art work. Each area of play is supported by writing materials and paper for children to make notes if they wish. The book area is well resourced and enjoyed by the children who read books alone or join in with group stories. Their enjoyment is enhanced as staff read familiar stories, such as 'Going on a Bear Hunt' and involve the children in the story telling. Children are developing their mathematical skills as they count in their play, such as how many bricks in the tower. They enthusiastically join in with number songs and rhymes and are able to link numbers to number and picture cards which they use in their songs. Children's creativity is encouraged as they have free access to musical instruments. Paint, play dough and role play available each day, allows the children to use their imaginations and be creative.

Risk assessments are carried out and children's safety is promoted. Children are learning about keeping themselves safe through routines, such as regular fire drills and on outings to the local police and fire station. Children are provided with a healthy range of snacks which they can serve themselves with, for example, fruit, cereal and milk. Snack time is available throughout the session and allows children to play freely without interruption. Children can independently access toilet facilities and know to wash their hands afterwards. However, hand washing routines prior to snack time do not fully promote children's health and hygiene.

Children's behaviour is well managed and staff encourage them to show care and concern for each other. Staff are good role models and talk to children in a very calm and caring manner and encourage this in the children. All children are welcomed into the setting and are well supported. Staff are suitably trained in caring for children with learning difficulties and disabilities and work closely with parents and their children.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.

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.