

# Noah's Ark - Coppull Parish Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY375087
<b>Inspection date</b>	06/02/2009
<b>Inspector</b>	Sue Partington

<b>Setting address</b>	Village Hall, Chapel Lane, Coppull, CHORLEY, Lancashire, PR7 4PG
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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 Coppull Parish Pre-School has been registered since 2008. The pre school operates from the village hall in Coppull, Chorley, Lancashire. Children are accommodated in the hall with access to an enclosed outdoor area. The group is open 09.15 to 12.00, Monday to Friday during term-times.

The pre-school is registered on the Early Years Register. A maximum of 20 children may attend at any one time. There are currently 35 children on roll who attend for a variety of sessions. The pre-school provides support for children with learning difficulties and disabilities. There are seven members of staff that work with the children, three of whom hold an appropriate childcare qualification, the other four staff are working towards a childcare qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. Children are making good progress in their learning and development and their welfare is very well promoted. They are cared for in a safe and stimulating environment where their individual needs are considered and met. Children are happy, settled and confident in their surroundings. Good information is shared with parents and other professionals ensuring consistency of care. Although systems for self-evaluation are in the early stages, the provision has the capacity for continuous improvement because the staff have an accurate understanding of the key strengths and well targeted areas for improvement.

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

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

- extend resources that reflect diversity.

## **The leadership and management of the early years provision**

Comprehensively written policies and procedures are in place including child protection and they effectively contribute towards positive outcomes for children. Records and documents are well organised and stored securely to maintain confidentiality. The group considers a safe environment and has taken the necessary steps to minimise hazards to the children, for example, new windows are installed to the property, illustrating risk assessments are effective and therefore children's safety is enhanced.

An inclusive and welcoming service is provided for all children. The setting gathers information from parents to ensure they have a good awareness of each child's starting points and staff take time each day to discuss children's progress and

development with them. Activities are planned around children's needs and interests and staff use observations to plan for the individual child's next steps in learning. Good links are made with school to find out about individual children's needs which complements future planning. The setting's policies and procedures, which include information if they wish to make a complaint, are available to parents on the notice board and on request.

Self-evaluation is accurate, which is enabling the group to identify areas for improvement. For example, plans are in place to make a garden area within the outdoor grounds. Continuous training enables staff to enhance their knowledge and skills. For example, by updating their safeguarding training they ensure they are following the most up to date local procedures to promote children's welfare.

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

The premises are organised to give children opportunities to move around freely, and resources are attractively stored which enables easy access to encourage children's independence. However, there are limited resources available that reflect positive images of diversity. A structured daily routine promotes children's welfare, meets their needs and covers all areas of learning. The key worker system works effectively because children are given individual support in an environment that promotes all aspects of their learning and development.

Children are completely relaxed and fully engaged in self-chosen activities. This is because staff are skilful in standing back, to allow children's natural curiosity to be stimulated with the resources on offer. Staff are very well deployed between the areas and take turns when asked, to be involved in active or quiet play. For instance, the children use their imagination and role play resources as they pretend to go shopping for food, write invitations, wrap up presents and invite staff, visitors and their friends to the 'birthday party'. The interaction between the children and staff is very good. Children excitedly use the writing area to enact an office environment where their vocabulary is fast developing in the use of words such as, 'website', 'keyboard', 'orders' and 'screen'. The children use these words in relevant conversation with each other. Children thoroughly enjoy these activities and staff use their skills well to ask open ended questions, such as, 'how many orders have you got' and 'who was on the telephone' which encourages children's thinking.

The routine of the group is planned to ensure that children's good health is effectively promoted. They have daily outdoor opportunities for exploration and extending their gross motor skills, for example, children are able to run, play ball games, ride bikes and use a play den as a garage. They learn about being healthy because they make choices about when to have their snack and prepare it themselves from a range of options. These include cereals, toast, fresh fruit, seeds, raisins and a choice of drinks. Snack time presents as a social occasion where children and staff sit together at the table and children wash hands without prompts prior to eating, all of which promotes children's independence and social skills.

Good behaviour is an expectation and staff are positive role models for the children. Children are well behaved and learn about what is acceptable through positive strategies appropriate to their age. Children are well mannered and polite, resulting in many children saying please and thank you spontaneously.

Children's safety is effectively managed. They are cared for in a safe, child orientated environment where they learn to take care of themselves. The group practice emergency evacuation drills routinely and children can explain what to do in the event of a fire. Children clearly enjoy their time at pre-school and they thrive on staff's interaction and attention.

## 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 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.