

Noah's Ark Nursery

Inspection report for early years provision

Unique reference number EY312802
Inspection date 16/07/2009
Inspector Bridget Richardson

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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 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 Nursery opened in 2000, and re-registered under the current provider in 2005. It operates from a self-contained unit within Lancing Manor Park, Lancing. All children share access to an outdoor play area.

The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. A maximum of 18 children may attend the nursery at any one time. There are currently 56 children attending who are all within the Early Years Foundation Stage, of whom 28 receive funding for early education. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The children are drawn from the surrounding local and rural areas. The nursery supports a number of children who speak English as an additional language.

There are seven members of staff. Of these, four hold appropriate early years qualifications and one other is in training. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The nursery offers a warm, welcoming, nurturing environment where children are valued, make good progress, and develop their confidence and self-esteem. Staff continuously assess and improve the quality of the education they offer. They make good arrangements for assessing children's achievements and planning for their future learning on an individual basis. They create strong partnerships with parents and other agencies, which enhance the learning experiences they can provide for each child. There are sound systems in place to monitor and evaluate the provision and the capacity to make further improvement is good.

What steps need to be taken to improve provision further?

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

- undertake regular evacuation drills so as all children have an opportunity to practise
- develop suitability checks on staff so as the evidence can be used to make an informed decision

To fully meet the specific requirements of the EYFS, the registered person must:

- develop medication records so as to ensure that written permission for each and every medicine is gained before it is administered from parents and that only prescribed medication for that child is administered (Safeguarding and promoting children's

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welfare)

The leadership and management of the early years provision

Children's welfare, learning and development are very well supported by the highly effective nursery and management team. Day-to-day organisation is delegated to the manager who works closely with staff and the provider to ensure the regular review and development of all aspects of the provision. Consequently, children enjoy a safe environment, which is carefully planned to provide rich learning opportunities inside and out. Activities are planned to attract all children and they are eager to use them.

Staff attend regular training in child protection issues, giving them the knowledge they need to safeguard children from harm and abuse. The systems for assessing risks on the premises and on outings are good and help staff to promote children's safety. However, sufficiently regular emergency evacuation procedures are not completed to ensure children and staff can leave the premises quickly and effectively in the event of an emergency.

There are procedures in place to ensure that suitably qualified and experienced staff care for children. However, suitability checks on staff are not sufficiently in depth so as management can use to make an informed decision. Clear systems for assessing the effectiveness of the nursery and of identifying areas for future development are in place. All the documentation required to support children's welfare is in place. However, medication records need updating to ensure that written permission is gained from parents for each medicine before it is given and that only prescribed medication for that child is administered.

The partnerships with parents is good. Parents have free access to their child's learning and development files, which provide parents with information about children's observations. Daily verbal exchanges of information between the parents and the child's key worker ensures children's needs are met. Staff work in partnership with parents and other professionals to ensure children's individual needs are fully met.

The quality and standards of the early years provision

Children flourish in the warm, nurturing environment. The close relationships they form with key adults in the setting give them the confidence to explore independently. They are eager to participate in activities because these are planned to meet their learning needs and are adapted in response to children's interests and enthusiasms. They learn to respect themselves and one another through staff supporting and acting as positive role models. For example, they are encouraged to share and take turns, are encouraged to access all resources, have positive role models within the setting and take part in meaningful celebrations, such as those to mark their birthdays.

Children are well protected from illness or infection because staff maintain a clean environment and teach good personal hygiene routines. They begin to learn that their bodies need to be healthy as they enjoy a wide range of physical activities. There are good systems for ensuring that children's individual dietary requirements are known and met. Children receive nourishing, home cooked meals and healthy snacks, which they are eager to eat. There are very good arrangements to ensure the needs of children with learning difficulties and/or disabilities are fully understood and met. Children are very well supported when they first attend. Parents feel confident that the individual needs of their child are fully met. They say that staff know their children well and are friendly and welcoming to children and their families.

Children's development as active learners is very well supported; they are curious, creative and independent. The committed staff use their understanding of each child's personality and achievements to plan focused activities for the next steps in their learning. They organise the environment to encourage and promote children's individual development and offer praise and encouragement for personal achievements. For example, children playing on outside equipment accomplish new skills, which had been a challenge for some children. Children called to a staff member to watch them as they completed the task and were given lots of personal praise and support for their achievement promoting their confidence and self-esteem. Children are confident to go to staff to ask for what they want. For example, at story time the children enthusiastically asked a staff member for a make believe story using the laminated cards that they had hand crafted. The staff member confidently followed the children's lead and enthralled them as they were named as characters in the story. The children delighted in the tale, with giggles and squeals of delight as they listened.

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.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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

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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