

Noahs Ark Day Nursery & Kids Club

Inspection report for early years provision

Unique reference number

EY364920

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Inspector

Sylvia Cornock

Setting address

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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 Day Nursery and Kidz Club is privately owned. It opened in 1998 and was registered by the current owner in 2007. It operates from a purpose-built, two storey building situated in the grounds of Bishops High School, Great Boughton, Chester. The nursery uses the whole of the ground floor for children aged from birth to under five years and the out of school club uses three upstairs rooms. There is access to secure outside play area's which are age appropriate.

A maximum of 142 children, aged from birth to under eight years of age may attend the setting at any one time. There are currently 204 children on roll. of these 131 are in EYFS. The setting is registered on the Early Years and the Compulsory and Voluntary parts of the childcare register. The setting currently supports children with additional needs and children who speak English as an additional language.

The nursery opens five days a week for 51 weeks of the year, except for Bank Holidays. The hours of opening are 07.30 to 18.00.

There are 25 members of staff working directly with the children, of these, 16 hold a NVQ level 3 and 6 with NVQ level 2 qualification in childcare, with three are currently undertaking an appropriate childcare qualification.

The setting receives support from a local authority pedagogue.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. An extremely stimulating, welcoming and inclusive environment supports children's very good progress. The staff are highly committed to each individual, successfully including each one and understanding their home backgrounds and individual needs well. They give children the best opportunities to learn and develop through a wealth of experiences and play choices. Excellent quality liaison with parents and other carers supports and promotes consistent care and learning because the staff's professionalism and competence give great credibility. They have addressed the two recommendations from the last inspection appropriately. Their organisation and commitment to improve are impressive through the childcare training undertaken and the self-evaluation documents used. An area for improvement is to devise a system to ensure information regarding complaints and individual health issues are confidential.

What steps need to be taken to improve provision further?

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

- ensure the system for complaints are recorded so that confidentiality is maintained

- ensure that all information regarding children's health issues and allergies are confidentially stored.

The leadership and management of the early years provision

The staff's organisation and management are excellent. They have great enthusiasm for continuous improvement and they have a thorough working knowledge of the EYFS. The records, policies and procedures are superbly organised and are highly effective in supporting the service. The focus is always upon helping all children to make outstanding progress and promoting their welfare. For example, staff use daily risk assessment safety checklists to ensure that the environment is always safe, clean and fit for use. The safeguarding, complaints and emergency procedures are well known and robust. Each child has their own key person. They keep daily records of children's progress and make detailed topic and activity plans to ensure that the six areas of learning are provided in stimulating and varied ways which also consider all the outcomes for children. As a result, children's interest is captivated and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve.

Staff ensure their knowledge and understanding of individual children's needs are met through gaining information about their starting points. They update resources, activity ideas, inputs, policies and procedures accordingly. They also regularly evaluate the outcomes for the children they are caring for to ensure that the service continues to effectively improve. They have recently completed the refurbishment of the outside play areas which offer an exciting, interesting and exhilarating experience for the children. Management and staff continue to enhance and expand the use of current resources by encouraging children to use them in different ways. The staff organise the space, resources and outdoor experiences with great skill and keep all areas immaculately clean and accessible. This ensures that children receive an extremely rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play.

Partnership with parents is superb as staff discuss every aspect of their child's learning and development with them. Displayed information, children's artwork and informative portfolios clearly display to parents the high quality care and education that is offered. In addition, parents are given their own copies of the policies and procedures of the setting. The staff welcome into the setting other carers and professionals as they exchange information in order to facilitate good liaison arrangements. The setting supports families and children who do not speak English as their first language. They are always warmly welcomed and included in what their child is doing and are encouraged to continue this at home so that they too are enjoying seeing their child develop.

The quality and standards of the early years provision

The learning environment provided by the staff and their personal skills are inspirational. Resources are of excellent quality, varied, stimulating and easy to

access. The routines for indoor and outdoor play are consistently used and applied. Children make their own choices as they move from indoor to outdoor activities. As a result, all children feel secure, confident and at home and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities.

The staff start with a clear focus upon personal, social and emotional development. There is an emphasis on self-esteem, they teach children to participate, adopt safe and hygienic routines and to behave with pride in themselves and have consideration for all others. Staff consistently use all their own personal skills and insights into each child to promote this development, making great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. They also encourage children's development of communication, language and literacy skills. They provide time for reading as children of all ages can freely access books from the wide selection provided. They take walks to the local library to select books.

The staff extend children's physical and creative skills through lots of outdoor play, using the hi-tec equipment and apparatus which provides excellent role-play opportunities. The newly built stage and seating with large permanent musical instruments enables children to make music and sounds. Their problem solving skills and their understanding of the world is extended as staff plan trips to places of interest and outdoor activities. Staff take every opportunity to develop mathematical skills as children count objects and the number of children present, and are competent in recognising numbers. Children are involved fully in all aspects of an activity from start to finish and the staff never waste an opportunity to explain why something happens or how it works.

Children's welfare is promoted by the staff to a consistently high level. They blend daily routines and activities expertly together so that children acquire competence, confidence and independence in all areas. For example, children are taught how to be safe when crossing the road when on visits to the library and walk within the premises. Children comment on feeling safe within the premises. The setting promotes healthy eating as they provide children with an understanding of what is good for us, through offering healthy snacks and meals. The setting has received a five star award from the local authority for providing healthy meals and hygiene. The setting focuses upon emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment. As a result, children exhibit excellent skills. They know how to act safely outdoors and to make healthy eating choices and adopt good personal hygiene. They are considerate to others and are self-confident in choosing activities and resources of their choice.

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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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