

# Noah's Ark Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number**

115281

**Inspection date**

13/11/2009

**Inspector**

Julie Neal

**Setting address**

Corpus Christi Old Hall, Ellenborough Park South, Weston-super-Mare, Avon, BS23 1XW

**Telephone number**

01934 412735

**Email**

noahsarkpreschool@hotmail.co.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Noah's Ark Pre-School and After School Club was first registered in 1993, it is a charity run by a voluntary committee. It operates from the Corpus Christi Church Hall in Weston Super Mare, North Somerset. There is a small, enclosed outdoor area for children's use.

The setting is registered to provide care for a maximum of 20 children aged from three years to under eight years at any one time, all of whom may be in the early years age range. There are currently 30 children in this age group attending at different times. Care is also offered to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The pre-school is open from 9.00am to 3.00pm each weekday, during term time. The after school club runs from 3.00pm to 6.00pm, children are collected from local schools.

The setting employs five members of staff who work with children. All staff have relevant early years qualifications and some are working towards higher qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The immense commitment to inclusive practice displayed throughout the setting ensures children's individual needs are recognised and met extremely well. This results in children making consistently excellent progress in all aspects of their learning and development, relative to their individual starting points. Self-evaluation within the setting is extremely rigorous, and processes used ensure that all aspects of practice are considered in terms of how well equality and diversity are supported. This results in dynamic planning for the future that identifies meaningful actions that support high quality outcomes for all children, and ensures that no group of children is at risk of being overlooked or disadvantaged.

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

To further improve the high quality early years provision the registered person should consider:

- review records of medicines administered to children to include a consistent process to note the time of any dose given prior to arrival at the setting, where this is appropriate.

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

Extremely strong leadership and management has ensured that all staff have an excellent understanding of the requirements of the Early Years Foundation Stage (EYFS), and implement these well. Excellent understanding of safeguarding responsibilities at all levels ensure children remain well protected in the setting. Robust employment procedures ensure that staff are suitable to work with children, and there are effective systems in place to check that their suitability is sustained. Visitors are asked to provide suitable identification, the times they are present are recorded, and they are supervised at all times. All staff undertake safeguarding training. They demonstrate an excellent understanding of Local Safeguarding Children Board (LSCB) procedures, and they are confident in implementing the setting's policies where appropriate in order to protect children in their care. Excellent risk assessments and extremely thorough systems of checks ensure that children remain safe and secure at all times. Staff go through detailed daily health and safety checklists that ensure all areas of the premises and all toys and equipment are safe and hygienic. Very good risk assessments and routines relate to any excursion off the premises, for example, making use of the local park, and collecting children from nearby schools for the after-school club. All regulatory documentation that supports children's welfare is in place and is well maintained. For example, registers clearly show the times that children and staff are present, and confirm that ratios are supported. Any accidents or behavioural incidents involving children are clearly documented and shared with parents. Systems used for recording any medicines given to children are appropriate. However, there is a minor weakness in that records do not include a consistent process to ensure that staff note the time of any medication given to children prior to their arrival at the setting.

The dynamic management of the setting has resulted in an enthusiastic and highly committed staff team who have a strong desire to achieve and maintain high standards in all aspects of childcare. There is an extremely well-developed culture of reflective practice within the setting, with all staff members, the committee, parents and children being involved in evaluating ongoing effectiveness. This results in excellent action plans for future developments that are very well focused on sustaining high quality outcomes for children. This is demonstrated extremely well in the ongoing audit of how effectively children for whom English is an additional language are supported, which has resulted in meaningful actions being taken to ensure inclusion. For example, seeking support from specialist advisors in this area, and developing resources and activities that develop children's confidence in using English while also celebrating their home languages and introducing other children to these.

The commitment to inclusion is also reflected in the extremely good relationships staff develop with parents. Information about the setting and how children learn and develop through play is accessible in languages other than English, and excellent use of newsletters and displays within the setting keep parents well-informed. Parents are made extremely welcome within the setting and excellent settling in procedures ensure they have good opportunities to get to know key

people involved in their children's care. Some children attend other settings that provide the EYFS, and staff work closely with these to ensure consistency in promoting children's individual learning and development. Children who have specific learning and development needs are welcomed in the setting, and staff work extremely closely with other agencies involved in the support of individual children to ensure they are enabled to fully participate.

## **The quality and standards of the early years provision and outcomes for children**

Children's welfare, learning and development is promoted extremely well in all areas. Staff use their very good understanding of how children learn and develop through play to provide a wealth of activities that support their consistently excellent progress towards the early learning goals in all areas. Children benefit from an exceptionally well-organised physical environment, staff making excellent use of resources to create inviting play areas that support all aspects of learning, that children are eager to explore. For example, one area of the hall is transformed using tents, textiles and lights to encourage children to investigate using different senses, and this is used extremely well by children as they shine torches and explore light and dark, and the shapes of shadows. Other areas are well equipped with computers and other items of everyday technology that children use extremely competently. For example, children confidently choose the correct programs and files to enable them to display photographs they have taken using a digital camera; some children know how to print these off.

Very good use is made of settling in visits, discussion with parents and initial observations made by staff to identify each child's starting point. Children's ongoing progress towards each of the early learning goals is monitored extremely well. Staff make excellent use of their observations in identifying children's current stage of development, and in planning the next steps in their individual learning. Records used to monitor children's progress in each area of learning are consistently well maintained and provide an up-to-date overview of their individual achievements. Activities are very well-planned to take account of children's individual preferences and learning styles, and staff ensure that resources support these. For example, an enormous chalkboard covers most of one wall, and children who rarely choose to write and make marks using pens and paper relish the opportunity to make big bold statements with chalks as they develop their writing skills.

Children have an excellent understanding of rules governing behaviour, and of expected codes of conduct. They are helpful and show care and concern for each other. For example, children playing with water spill some on the floor. They immediately inform staff and other children nearby that the floor is wet and help staff to mop the water up. Children learn to show respect for each other and to be aware of difference and diversity. Simple everyday activities such as naming the days of the week in the home languages of all children attending each day support children's awareness of the wider world.

Children's health and well-being is promoted extremely well. Extremely thorough

routines and procedures ensure that children are well protected against the risk of illness or cross infection. The sickness policy is shared with parents and is clear regarding the length of time children should remain absent, for example following an upset stomach. Children have a good understanding of the importance of personal hygiene, and of how their bodies work. For example, children carefully wash their hands before engaging in a cookery activity, and in discussion with staff they show that they know why this is important even if their hands look clean. They thoroughly enjoy the health benefits of regular fresh air and physical exercise. They make extremely good use of the outdoor area in all weathers as they enjoy vigorous play. For example, children have a wonderful time as they dig in the garden and load miniature cement mixers with leaves and soil as they pretend to make bricks, using their muscles well and showing coordination and control. When they come indoors hot and thirsty they help themselves to drinks in order to replenish themselves. Snacks provided by the setting are plentiful and nutritious. For example, a wide range of fruit is offered during each session, and often includes unusual and exotic items in order to introduce new tastes to children. Children attending after school are welcomed with a hearty snack including items such as sandwiches or pasta.

Children are kept safe and secure at all times. Staff ensure they develop a thorough understanding of rules and routines that support individual safety. For example, children regularly practise emergency evacuation procedures, and additional fire drills are organised whenever new children attend to ensure they quickly become aware of how to remain safe. Children thoroughly enjoy using a nearby park, and they demonstrate an extremely good understanding of issues such as being safe when crossing the road, and not talking to other people using the facility without staff permission.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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