

# Noah's Ark Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY305369
<b>Inspection date</b>	18/08/2009
<b>Inspector</b>	Janet Fairhurst

<b>Setting address</b>	West Park Road, South Shields, Tyne and Wear, NE33 4LB
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<b>Type of setting</b>	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 Ark Nursery is privately owned and has been registered since 2000. It operates from a two- storey, purposely adapted building in South Shields and is situated within close proximity to the local metro station and is accessed by a ramp. The babies' are cared for on the first floor and is accessed via a flight of stairs. All children share access to a fully enclosed and secure outdoor play area.

The nursery is registered to care for a maximum of 78 children under eight years at any one time and provides wrap-around and out of school care. The nursery is open 51 weeks a year and offers a number of sessions between Monday to Saturday from 07.00am to 9pm. The out of school hours facility is open each weekday, from 7.30am until 9.00am and 3pm until 6pm during term-time. There are currently 77 children on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 18 staff, including the manager, who work with the children, all of whom hold early years qualification. One member of staff has Early Years Professional Status and another is near completion with others ready to commence the training from September. 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 provides a happy welcoming environment where all children are well cared for and make good progress. The nursery is led and managed very effectively. Comprehensive policies and procedures ensure the safety and welfare of the children. There is a strong and positive partnership with parents and other agencies. Committed to improvements and an ethos of reflective practice, the nursery successfully identifies areas they wish to improve and continually strives to make continuous improvement.

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

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

- promote children's hygiene further; for example, by ensuring consistent hand washing routines are followed.

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

The manager leads the nursery with enthusiasm and dedication. She is supported well by the nursery owners and a hardworking staff team. Robust recruitment of staff ensures that all adults working with the children are suitable to do so. Staff are committed to their professional development and a number of the staff team have completed or are working towards higher level qualifications, ensuring the

continued provision of a highly skilled team. Effective risk assessments are in place and implemented by staff which ensures good levels of safety and security.

Good partnership with parents contributes significantly to the children's well-being. Parents are extremely positive about what the nursery does for them and for their children. Comprehensive information about the setting, events and activities ensures that parents are very well informed. Parents have plenty of opportunities, both formal and informal to discuss how well their child is progressing. For the babies verbal and written daily information is exchanged with parents and for the older children a weekly written update is provided. The update report outlines what children have covered over the week and invites parents to become involved in their children's learning by providing them with helpful suggestions of how children's learning can be extended at home.

Child protection procedures are robust and understood by staff. As a result, children are effectively safeguarded. The nursery's self-evaluation provides an accurate assessment of its current effectiveness and demonstrates that the action plan for continuous improvement is realistic and well targeted to ensure positive outcomes for children. The nursery has made very good improvements since the previous inspection and the rate of improvement continues to progress, an example of this progression is demonstrated through the successfully completion of a Quality Counts Award. Consequently the nursery has a very good capacity to improve further.

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

Children are very enthusiastic about learning and arrive at nursery keen to explore the range of activities provided. All staff have a clear understanding of the Early years Foundation Stage (EYFS) which enables them to promote good practice. Staff are clear about what they want children to learn and provide activities that are lively and engaging. There are good systems for all staff to observe and record what the babies and children know, understand and can do and for tracking the progress they make over time. This information is used to plan for children's next steps and is shared with parents in order for them to make their own observational contributions.

Children enjoy good relationships with their peers and with staff. Children play well together and show growing skills as they happily share resources and take turns. Staff interact with children in a way which develops their language by asking open-ended questions. Babies' early attempts at communications are encouraged by staff who respond sensitively to them with lots of eye contact, repetition and praise. Puppets add a different dimension to the babies play. One baby notices that the puppet has a tongue. The staff maximise all learning opportunities encouraging the babies to identify their own facial features thus helping to develop their sense of self. Children enjoy playing with the magnetic blocks and become absorbed as they create models using recyclable materials. Children express themselves freely with the musical instruments and confidently sing along as they play. Older children involve themselves in many problem solving activities, for example, as they count and sort objects, name colours and shapes and fit puzzles

together. Babies work out how to remove their shoes or successfully collect objects in a basket.

Well established daily routines and high expectations ensure that children learn to do things for themselves. Children make choices in their play which ensures that they are interested in what they do and are able to choose activities which promote their independence. Each child is included in every aspect of the daily routine and activities are stimulating, challenging and fun. The play areas are well organised to give children a wide range of opportunities. Resources are carefully placed for children to select what they need independently. The outdoor space is in the final phase of redevelopment and the space has been maximised to provide children with a sensory area for investigation and exploration. An outdoor class room and a specially laid out roadway where they can use wheeled toys. Fixed climbing and balancing equipment encourages children to take risks and manage tasks for themselves in the knowledge that staff are at hand to support and offer guidance. The staff use positive, sensitive strategies for managing behaviour. This helps children learn to understand behaviour boundaries and expectation and to begin to understand how their behaviour may affect others and to play amicably.

Children's health is generally promoted in all areas. They enjoy healthy well balanced snacks and meals. However, occasionally routines to promote children's personal hygiene are not always consistently followed, such as not washing hands before snack time. Children are kept safe because staff follow effective procedures. Risk of accidental injury to children are effectively minimised because staff are well trained, extremely vigilant and use thorough risk assessments to reduce potential hazards. Children are encouraged to take responsibility for their own safety, for example, they practise the emergency evacuation regularly and they are taken out to visit local venues which provide opportunities to develop children's awareness of road safety. Visitors to the setting enhance children's experiences further as they talk to the fireman and lollypop lady. Children are reminded to walk indoors and staff explain safe practices, such as why children should pick up items dropped on the floor, so that children don't fall over them. Children are efficient at clearing up after themselves which is promoted by the well timed verbal notification from staff.

## 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

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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