

# Noah's Ark Pre School

Inspection report for early years provision

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**Inspection date** 05/11/2009  
**Inspector** Susan June Stone

**Setting address** The Wooden Classroom, Farrington Road, Paulton, Bristol,  
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**Type of setting** 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*.

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## **Description of the setting**

Noah's Ark Pre-school is managed by a voluntary committee. It opened in 1976 and operates from a purposely adapted building in the village of Paulton, Bath and North East Somerset. The pre-school serves the local and surrounding area. The pre-school is open each weekday from 9.00am to 11.45am and 12.45pm to 3.20pm, during school term times. All children share access to a secure enclosed outdoor play area. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 53 children on roll, all of whom are in the early years age group. The pre-school is registered to receive government funding for nursery education.

The nursery employs nine staff who are all suitably qualified or working towards appropriate early years qualifications. The setting receives the support of the childcare development officers from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are involved in a broad range of activities and experiences, both inside and out, which help them make good progress in their learning and development. They play freely in a fully inclusive and stimulating learning environment, where staff know all children well as individuals. As a result, they are making good progress through the Early Years Foundation Stage (EYFS). Children feel secure in the setting as staff develop good relationships with their parents and associated carers. Good systems are in place to evaluate the provision; the staff and committee have a clear vision to consistently provide good quality care and education, and strive for continuous improvement to benefit the children.

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

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

- develop progress folders and observation records to clearly link to the expectations within the Early Years Foundation Stage (EYFS)
- practise emergency evacuation procedures with all children
- increase children's free access to resources that promote positive images of diversity within today's society

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

Staff carry out risk assessments to ensure children can move around freely in a safe environment, both in the setting and when on outings. They implement

policies and procedures effectively to promote children's welfare, safety and development. However emergency evacuation is not practised sufficiently to ensure all children are fully aware of the procedure to follow in the event of a real emergency. Staff have a good understanding of safeguarding issues. They are well trained and knowledgeable about the procedures to follow in the event of any concerns, ensuring children are fully protected, and a clear recruitment and induction procedure means that new staff are suitable to work with children and sure about their role, which all helps to protect children from harm. Effective staff deployment means that children are well supervised at all times and supported in their activities to make good progress in their development. The staff team work well together, to ensure the sessions run smoothly, which helps children feel secure and settle quickly. The leader in charge works directly with the children and staff, providing a good role model. Consequently, the highly dedicated staff team work extremely well together. All staff contribute their thoughts and ideas to the environment mapping. As a result the environment is well presented and welcoming to children and parents, and the layout and organisation of activities actively inspires learning. Staff have identified that some children benefit greatly from learning through outside play, which helps to narrow the achievement gap. The good use of the indoor and outdoor space, the effective use of resources, and the free flow of play between inside and outside being well promoted helps to meet the needs of all children.

Parents have the opportunity to be involved in the running of the setting as all are invited to join the parent committee. The partnership with parents is very good which helps to ensure that each child's key person has a secure understanding of their welfare and learning needs. Parents regularly provide information on their child's interests outside the setting, to enable staff to plan appropriately to support learning through their play and fully promote inclusive practice. Staff work closely with other professionals and agencies, such as, to assess any special educational needs, which help to ensure that all children receive equal opportunities to progress.

The staff team and committee have clear aims and objectives for the setting. There are clear methods for self-evaluation, which help identify areas for development. These include regular staff meetings, actively seeking views from parents through questionnaires, and monitoring visits from the local authority advisors. The leader in charge is also looking at additional ways that the 'children's voice' can be gained and considered to help meet their needs and strive for continuous improvement. The recommendations set at the last inspection have been addressed, which has improved aspects of developing children's independence.

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

Children are happy, settled and secure and enjoy their time at the pre-school. They are cared for in a welcoming and caring environment by a team of enthusiastic staff who know them well as individuals. Children behave very well; they know what is expected by the familiar routines and clear explanations from

staff. Children develop a strong sense of belonging and make good relationships with adults and each other. Children receive frequent praise and encouragement for effort, achievement and kindness, which helps boost their self-esteem. They develop good independence skills in practical tasks, such as using the toilet and hand washing facilities, and putting on coats by themselves before going outside. Children are offered a wide-range of activities and play opportunities that enable them to make good progress in all areas of learning. The pre-school is organised well with a good range of toys and resources that are readily accessible to the children, which allows them to make choices about their play and learning. Staff are knowledgeable of the learning and development requirements. Children have individual record books which includes photographs, observations and examples of their work to show their progress towards the early learning goals, however they do not always clearly link to the expectations within the framework.

Staff provide purposeful play which the children enjoy, good interaction from staff and effective questioning helps to promote children's language skills and learning. Staff offer sensitive intervention to encourage children to solve problems, develop language and understand the world around them, such as when playing with the play dough, staff ask the children what they need to do to make the play dough less sticky. The children know to add flour 'to make it go harder' and talk about using flour at home when making cakes with mummy. Children communicate well with each other, as they hold conversations in small groups as they play talking about what they are doing, and many are keen to tell the inspector who their friends are. They show respect for their peers at circle time and in their key group times when they can share their news and listen to what their key group mascots, like 'Biscuit the Monkey' has been doing, as they go home with the children and share their experiences like buying shoes or visiting the leisure centre. Children are learning to share and take turns, for example, through the use of sand timer when children are waiting to have a go on the computer. They use the timer and wait patiently for their turn to create a picture on the computer using the mouse, which they then print out to show others. They wait their turn to allow their balls to flow down the spiral cascade, predicting which hole they will come out from, waiting their turn and racing together. Children are developing an appreciation of books as they listen to the stories, and enjoy taking part in interactive stories, acting out the roles of different characters. They develop their mathematical skills as they count and compare numbers during activities, and they successfully sort into different groups, such as different leaves. Their creative and mark making skills are developed as they create their own pictures and designs at the painting easel and design their own sparkly Catherine wheel fireworks with glitter. Children have some resources available to them in everyday activities to promote positive images of diversity in today's society but these are few. They do develop an understanding and knowledge of the wider world and their local community through planned activities. They visit the local garden centre to buy plants for the pre-school garden, and explore different festivals like Chinese New Year and Divali. They explore their senses through the different treasure baskets where they explore the sounds and feel of different metals, woods, leaves and other natural objects like coconuts, shells and fruits such as lemons. They wave the leaves and feel the wind upon their faces.

Children's good health is well-promoted. Their dietary requirements are well met

by staff and they enjoy a range of healthy meals and snacks. There are clear routines for hand washing and children benefit from fresh air and outdoor play, as activities are taken outside for the children to enjoy, including ride on toys, sand and water play, painting, and construction. Children are encouraged to think and learn about their own safety, as staff remind children not to run inside as they may 'hurt themselves or somebody accidentally'. Staff give children clear explanations of why they do things, helping them to learn that there are consequences to actions.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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