

Noah's Ark Playgroup (Bentley Heath)

Inspection report for early years provision

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EY277353

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08/10/2009

Inspector

Keith Williams

Setting address

St James Church at Bentley Heath CE Primary School,
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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 Playgroup opened in 2003 and is registered on the Early Years register. It is a privately owned setting which operates within St James Church at Bentley Heath CE Primary School in Solihull. A maximum of 20 children aged two to five years may attend at any one time. There are currently 10 children on roll aged two to three years. The Playgroup is open from 10.00am to 12.30pm on Monday, Tuesday and Thursday in school term time only. It serves families and children in the local community and surrounding areas, and it is developing links with another local setting. There is disabled access to the provision and all children have access to a safe and secure outdoor play area. The playgroup employs three staff, all of whom hold appropriate early years qualifications. In addition, the manager and chair person have qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an outstanding playgroup. Staff cater exceptionally well for children's learning, development and welfare needs and they ensure that all children are fully included. As a result, children enjoy their time in the playgroup very much and achieve outstandingly well in all areas of learning. Leaders and managers evaluate the playgroup conscientiously and robustly. The recommendations of the last inspection have been dealt with thoroughly and there is excellent capacity to sustain further improvement.

What steps need to be taken to improve provision further?

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

- formalising the programme for auditing and reviewing provision.

The effectiveness of leadership and management of the early years provision

Excellent leadership makes a significant contribution to children's learning, development and welfare. Staff work closely as a team, plan together and know the children well. Leaders ensure that every step is taken to ensure that children are able to learn and develop in a highly enjoyable, exciting and safe environment. Because they know the children well, staff are vigilant of their particular needs and each child is fully included in all activities. Staff are supported by clear and helpful policies and guidelines for all important aspects of their work. Safeguarding arrangements are exceptionally thorough. As a result, procedures for recruiting new staff and checking on their suitability to work with children are very tight, and potential risks are assessed thoroughly. Self-evaluation systems are excellent. As part of the process, staff meet regularly to review the effectiveness of procedures

and parents' views are sought and taken into account, building on the excellent working relationships established with parents. Leaders use the information they gather very effectively to evaluate their effectiveness, so that they have a very clear picture of what is working well and what can improve. As a result, the playgroup goes from strength to strength, a view endorsed by parents. Leaders use a wide range of activities to review their effectiveness. They are highly effective in driving improvement, but there is no formal calendar of these activities that would help to spread the workload across the year. Leaders set excellent role models for adults and children alike, and this has a considerable impact on the high quality of what it offers.

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

Boys and girls achieve exceptionally well because they enjoy themselves so much and staff ensure that their learning and welfare needs are very well met. The hall is safe, secure and welcoming and parents are pleased that their children feel safe. Staff plan very carefully to ensure regular access to all areas of learning and they keep a close check on children's progress. From the moment they arrive, children's delight in their learning is clearly evident on their smiling faces. They settle very quickly, are eager to learn and enjoy the wide range of stimulating activities laid out for them. Staff place a high priority on encouraging children to be independent, and they respond exceptionally well. They show an increasing sense of confidence, make choices assuredly and their powers of concentration are impressive. Children are rapidly developing the skills they will need in their later learning. They readily take turns and share with other children and they are considerate of others when they move around the hall. Communication, language and literacy skills are promoted very well. They enjoy sharing books and staff provide lots of opportunities for them to make marks, explain what they are doing and answer questions. Children new to learning English are supported very well and fully included, so that they too, make rapid progress. Relationships, amongst children and with adults, are extremely positive and children's behaviour is exemplary. Because staff know the children well, they give the right amount of help or challenge. They promote children's confidence by praising them when they do well and encourage them to try things out for themselves. Snack times are very civilised social occasions, but they are also used well to promote other skills. The place setting system gives children extra opportunities to recognise their names and staff help them to extend what they have learned about healthy fruit during 'harvest week'. Children thread beads skilfully and, throughout the morning, they are encouraged to count and recognise shapes and patterns. There are good opportunities for children to develop their artistic skills, for example they paint and print showing a rapidly increasing sense of what pleases them. They sing tunefully and enthusiastically. They take great delight in exploring sand and water and they use construction toys expertly. Children enjoy recording what the weather is like and they use cutters confidently to make plasticene shapes. Resources are plentiful and readily accessible, so that children learn to do things for themselves, gather equipment sensibly and tidy away quickly. Good use is made of the adjacent Nursery's secure outdoor area to promote children's all-round development.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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