

Noahs Ark Pre School

Inspection report for early years provision

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Inspector

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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 opened in 2003. It operates from a demountable building, with disabled access, in the grounds of a primary school in Billericay. The pre-school works in partnership with the infant school. There is an attached outdoor play area. The pre-school serves the local community. The pre-school is registered to provide places for 60 children between two and five years. There are currently 58 children from two to five years on roll. This includes 22 funded three year olds and 21 funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children who learning difficulties and/or disabilities and who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 9.00am until 11.45am and 12.45pm until 3.30pm. The group also run a lunch club. Seven staff work with the children six of whom hold an early years qualification and one is currently working towards a recognised qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PSLA) and is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the provision was judged to be satisfactory, as generally effective learning opportunities and care are provided for the children who attend Noah's Ark Pre-School. The pre-school satisfactorily meets the learning and development needs of all children, including those with special educational needs and/or disabilities. There are established links with parents, the partner infant school and other external agencies and these support children's learning and development satisfactorily. Members of the team work effectively together to support all the children and their families. All members of staff participate in observations and assess children's progress, but the information from these assessments is not consistently used to closely plan next steps for individual children and small groups. Self-evaluation is largely carried out by senior leaders and is not yet extended to include all members of staff. The pre-school has effectively addressed the recommendations from the last inspection and has sound capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure all staff share clear, explicit and consistently high expectations to promote good outcomes for children particularly in relation to personal and social development
- undertake regular observational assessments and use these to closely plan to meet children's individual needs across the six areas of learning
- extend the scope of self-evaluation to include members of staff at all levels

The effectiveness of leadership and management of the early years provision

The pre-school is led with concern for children's development and well-being and this does have a positive impact on children's progress. Those in charge demonstrate that they have sound capacity to tackle areas of identified weakness and leaders have been responsive to the recommendations made in the previous inspection report and to advice from the local early years' adviser.

Through its own self-evaluation, the pre-school has accurately identified that, whilst some aspects of its work are good, other key aspects are satisfactory. Areas for improvement have correctly been identified. Leaders are motivated to seek further improvement and effectively focus their efforts on the right priorities.

Children are regularly observed and assessed but this information is not always used to ensure that planning and activities provide sufficient support and challenge for individual children and groups. Some activities are repetitive and some children are not moved on at a fast enough pace to ensure good progress.

All safeguarding procedures are fully met and implemented. Policies are regularly reviewed and updated and all staff fully trained to ensure that children are well cared for at all times.

Resources are deployed satisfactorily to promote sound outcomes for children and to support the pre-school's sound commitment to equality and diversity.

Partnerships with parents and other agencies are positive. Parents receive regular information about events and they attend regular open evenings focusing on their child's progress. Parents share their ideas at open-evenings and through regular questionnaires and their views are taken into account when planning developments. Parents are comfortable to share any concerns with their child's key worker or any member of staff.

There are good links with the partner infant school and transition arrangements are well established. The views of the pre-school are valued by the staff at the receiving infant school.

Effective links with outside agencies ensure that children and families with specific needs receive the support to which they are entitled.

The setting implements suitable plans aimed at improving areas of weakness and outcomes for children are satisfactory given their starting points. Leaders and managers are keen to improve provision and they communicate ambition and drive improvement satisfactorily.

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

The children attending the pre-school have a sound range of activities available to them, both indoors and outdoors. Provision is satisfactory and children make sound progress in all aspects of their learning.

Adults use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. The level of challenge is generally sufficient to interest and engage children for most of the time.

Occasionally children become disengaged from the provision on offer and divert

onto their own agenda. Games become boisterous and, at times, it is unclear exactly what the accepted noise level should be and what the parameters of acceptable behaviour are. Children listen and respond well when adults intervene to guide their behaviour, but these interventions are not always timely, and when boisterous behaviour continues for too long, without adult intervention, some children become upset and tears are shed.

When the adults' expectations of acceptable behaviour are communicated clearly, explicitly and consistently, children respond well and relationships are good. Children are generally happy and settled and they work and play well alongside each other, sharing resources and taking turns. For example, several boys sustained their concentration for an extended period of time when taking turns on the laptop computer.

Children are generally secure in the setting and most display a sense of belonging. They generally display confidence and self-esteem and, overall, most of the time, most children's behaviour is satisfactory, so they are developing satisfactory skills for the future.

The outdoor area is used effectively to extend learning opportunities, but there is no free-flow from the outdoors to the indoors, so children have no choice as to when they go outside. The whole class goes out at once, towards the end of the session, and activities support their physical development, which is sound.

During the two hours and 45 minute session, the pre-school's resources are used in a variety of ways in order to give children a sound range of experiences. These range from table-top activities, to a free-choice snack bar, through to whole class circle-time storytelling and games.

Organisation, planning and relationships ensure that all children are safe and well cared for. Vigilant adults ensure that the care and welfare of the children is a key priority at all times. Children follow good personal hygiene routines and are beginning to understand the importance of healthy eating as seen from the choices they make at snack time when they enjoy fruit juice, apples and raisins.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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