

Noah's Ark Daycare Nursery

Inspection report for early years provision

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Inspection date

28/06/2010

Inspector

Lynne Stephanie Bowden

Setting address

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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 Daycare Nursery opened in 2003. It is privately owned and operates from the ground floor of a large detached house near the centre of Illogan village, near Redruth, Cornwall. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 5.30pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register for a maximum of 16 children in the early years age range, 10 of whom may be under two years old. There are currently 37 children, aged from birth to five years, on roll. Some children also attend other providers of the Early Years Foundation Stage. Children come from a wide area.

The nursery employs four members of childcare staff. All members of staff hold appropriate early years qualifications to NVQ level 3, one of whom is also a qualified early years teacher. The setting receives support from the local authority, and Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure at this welcoming setting. Staff plan and provide a range of activities which interest children and promote their learning and development. The staff have identified some of the setting's strengths and weaknesses. Staff work effectively with other agencies to meet individual children's needs. Parents are well informed about the provision and their children's achievements. The staff work effectively with some other providers to support transition.

What steps need to be taken to improve provision further?

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

- reduce the risk of cross infection
- provide opportunities for children to use and consolidate their skills and knowledge in meaningful ways.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the effective recruitment and vetting procedures which ensure that children are cared for by suitable and qualified staff. The comprehensive safeguarding children policy and procedures are understood by staff. This enables them to act appropriately to safeguard children. Staff check on sleeping babies at frequent intervals. Regular risk assessments are carried out to

keep the environment safe.

Staff ensure that children develop good hygiene habits by ensuring that they all wash their hands at appropriate times, but use of a communal towel increases the risk of cross infection. The staff have taken effective steps to address weaknesses identified previously, leading to increased privacy in the children's toilet area and information about learning programmes being available to parents. Feedback from parents has also been acted on, leading to improvements in the outdoor play area. Observation and assessment records clearly show each child's progress and staff provide activities to suit children's abilities and provide appropriate challenge. Children become aware of and learn to respect and value diversity because they routinely use and access a range of resources that present positive images of different cultures and disabilities. Staff serve healthy snacks and meals, which children enjoy.

Staff are welcoming and share information with parents, both informally each day and at regular progress meetings. The setting works effectively with other agencies such as the speech therapy service to meet children's individual needs. Staff are introducing children to sign language, but its use is not yet embedded in the routine of the setting. The staff work well with some local schools to support children's transitions to these settings.

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

Children are secure and confident at this setting. Babies quickly settle to sleep and older children talk articulately and confidently about their experiences and the routine at the setting. Children make good progress in all areas of learning; they are engaged and interested in the range of activities and resources available to them. Daily access to the outdoor play area enables children to enjoy the fresh air and develop their confidence and physical strength as they enjoy steering wheeled toys around and use the climbing frame and slides. Children begin to solve problems as they build dens with a wide range of materials. They thoroughly enjoy painting with water and use watering cans to water the plants. However, because the staff pour drinks out for them at mealtimes, children are not given opportunities to develop their independence and practise their pouring skills then. Babies enjoy exploring a variety of objects outdoors, such as fir cones and netting, under close supervision.

Children develop their imaginations outdoors as they re-enact familiar storylines. Indoors they enjoy role play and converse and cooperate well together as they create and serve each other imaginary ice creams created in the sand tray. Staff skilfully encourage children to extend their discussions from descriptions of their favourite ice creams, to discussions about their experiences at the beach. This in turn leads to a discussion about safe behaviour at the beach, such as when children come across jellyfish. Children learn how to keep themselves safe as they wear sunhats and wait to have sun cream applied before going to play outdoors. Older children recognise their own names for self-registration and learn that print has meaning. They enjoy looking at and exploring books and listen attentively as

adults read stories to them. Considerate behaviour is encouraged by the staff naturally and appropriately praising the children, who show concern for each other and given their ages share toys and resources well.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	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	3
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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