

Noah's Ark Childcare

Inspection report for early years provision

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Inspector

June Rice

Setting address

Noah's Ark Childcare and Community Centre, Queen Street,
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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*.

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.

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Description of the setting

Noah's Ark Childcare is a privately owned nursery and out of school provision. It was registered in 2009 and operates from a converted school building in the centre of Normanton. Children have access to an enclosed outdoor play area. The provision is open each weekday from 6am to 7pm all year round with the exception of Bank Holidays.

Noah's Ark Childcare is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 104 children. There are currently 66 children on roll, of which 44 are in the early years age range.

There are currently 15 staff employed in the setting including the manager. All staff hold a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision demonstrates a positive attitude towards continued improvement. For example, since the last inspection the provider has established a clear working relationship with early years development workers and including staff in the evaluation of the care and education it provides. This has given them a satisfactory understanding of its strengths and areas for improvement. The provision has identified opportunities for staff to continue to update their knowledge and understanding of care and education by attending relevant training; such as safeguarding, reflecting on behaviour, Early Years Foundation Stage raising awareness, and observation assessment and planning. Space is used effectively and promotes children's growing independence. The provision has established steady working relationships with parents and other early years providers, including feeder schools. Staff have worked together to develop systems for observing and assessing children's progress. However, these are in the early stages of development and the link between children's individual learning needs and planning is not always clearly identified.

What steps need to be taken to improve provision further?

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

- develop further planning systems to ensure relevant and motivating learning experiences are linked to children's next steps
- evaluate further the planning of activities to ensure that they take account of the different stages and abilities of all children and provide children with the time to explore and experiment in their own time
- develop further nappy changing procedures to help prevent the risk of cross infection and ensure hand washing routines are promoted effectively

- develop further the use of open ended questions in order to ensure children continue to be supported to extend their thinking to help them make connections in learning
- develop further the planning and resourcing of feeding times, and take account of the feeding needs of young babies in the group

The effectiveness of leadership and management of the early years provision

The provision works in partnership with parents and others to safeguard children. Staff demonstrate a clear understanding of child protection and the procedures to follow. A visitor's book is maintained, and written procedures are in place in the event of lost, uncollected children and safeguarding. These are on open display to users of the provision along with other policies and procedures to ensure they have a clear understanding of how the provision works. Risk assessments are in place, the provision is secure and staff are well deployed throughout the setting to ensure children's safety and well-being. The provision has completed a self evaluation with contributions from staff, and this has correctly identified some strengths as well as some areas for improvement. Inclusive practice is satisfactorily promoted. For example, children have equal access to a good range of resources that are not gender based, and long term planning identifies activities such as introducing children to different festivals, cultures and food tasting sessions to help them learn about differences. However, at present there is insufficient evidence to assess how this impacts children's knowledge and understanding of differences within our society.

Clear systems are in place to ensure that sufficient information is obtained from parents, and links have been developed with other professions to ensure children's individual needs are met satisfactorily. The system for observations, assessments and planning are not yet robust enough. They are beginning to identify children's progress, make reference to the six areas of learning, and identify the next steps for some children. However, these are not always used effectively when planning activities and play opportunities, and it is not always clear where planning takes account of children's individual learning needs. For example, younger children are unable to participate fully in a painting activity because they are sat at a table which is too high, and staff become focused on the end result, rather than allowing them time to experiment further.

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

Children freely and safely access resources, toys and activities that are suitable for their age and stage of development. The environment is well organised and all care rooms are brightly decorated and rich with letters, numbers, shapes and colours. This helps to promote children's interest in learning. All care rooms have access to their own outside play area which ensures that children benefit from fresh air and regular outside play through their planned daily routine. Older children are further encouraged to be physically active as they benefit from the

provision of age appropriate gym equipment. For example, there is a static cycle and running machine. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine. They are encouraged to learn how to use equipment safely and practise an emergency evacuation regularly. The provision takes some steps to prevent the spread of infection. For example, they exclude children who are infectious in order to protect others, and encourage children to wash their hands after using the toilet, after messy activities and before meals. However, hygiene procedures are not always effectively. For example, the changing mat is not always cleaned between changes, toddlers are not consistently encouraged to wash their hands before going back into the play area, or before snacks. This puts children at risk of infection. Children are learning the benefits of healthy eating. They help themselves to water during the day and enjoy a variety of fresh fruit for snacks and a good variety of freshly cooked meals. However, at feeding times some babies do not benefit from the full attention of staff because they are stood by the highchair while feeding them.

Children are provided with opportunities to make a positive contribution in an environment where they are becoming active learners. Children are well behaved and friendly to each other. They are learning to share, take turns and to be kind to each other. Their understanding of differences is promoted through the satisfactory use of resources, toys and activities. For example, small world people and books that introduces them to diversity. Staff demonstrate a satisfactory understanding of how children learn through play. However, they rarely use open ended questions in order to ensure children continue to be supported. This does little to help children extend their thinking to help them make connections in learning. Babies show growing confidence in exploring surroundings, they are beginning to make choices about the resources they play with and where they explore. They move around freely, running, walking, shuffling and crawling. They take small steps into an activity centre and hold themselves steady with one hand while using the other to make moving parts work. Babies respond positively to the words and gestures of adults by smiling and looking at staff when they talk. They are beginning to vocalise and imitate adults. For example, they say 'bye' and wave their hands when waved to by an adult. Babies investigate things repeatedly, such as exploring natural materials in a basket. They place gauze over their faces and look through it, then move on to feel other materials. They laugh with excitement as staff join in a game of peak-a-boo using the material. Children join in a painting activity, they are provided pallets of paint, large brushes and stamps. They grasp the brush and make marks. Some children experiment further by putting their hands into the paint, they slide their fingers around and then place the hand fully into the paint, place their hand on the paper and smile. However, when some babies show little interest in the activity it is not adapted to suit their individual learning style.

Babies imitate and improvise actions they have observed. For example, they use their hands and fingers to copy the actions to favourite nursery rhyme. Children enjoy outside play. They use their bodies to control their movements as they crawl through tunnels, confidently climb steps to slides and balance, with help, on a beam. Toddlers pick up a ball, show their friends, and then hold it between both hands and throw. They use sit and ride toys to go around each other and avoid

obstacles. Children select their own activities, such as completing jigsaws, and making marks with chalk on a chalk board. Children are observed on the whole, to be interested in the activities and play opportunities offered, and they respond positively to staff. Older children state they are confident enough to confide in adults at the setting and name staff who they would talk to if they were angry or upset. They say they look forward to attending the setting and playing with their friends. Children are encouraged to care for their environment through opportunities to participate in activities such as planting and growing, and recycling.

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	2
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	3
The extent to which children adopt healthy lifestyles	3
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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