



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 108444

DfES Number: 510314

### INSPECTION DETAILS

Inspection Date	15/03/2004
Inspector Name	Elizabeth Juon

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Noah's Ark Pre-school
Setting Address	Cookham Dean Village Hall Cookham Dean Maidenhead Berkshire SL6 9NZ

### REGISTERED PROVIDER DETAILS

Name	Noah's Ark Pre-School 292757
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### ORGANISATION DETAILS

Name	Noah's Ark Pre-School
Address	Sawyerville 171 Whiteladys Road Cookham Dean Berkshire SL6 9PQ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Noah's Ark Pre-school opened in 1975. It operates from the village hall in Cookham Dean, a rural area on the outskirts of Maidenhead.

There are currently 23 children on roll. This includes funded 3 and 4 year olds. Children attend for a variety of sessions. There are currently no children attending with special needs or who speak English as an additional language.

The group opens five days a week during term time only. Sessions are from 09:00 until 13:00.

There are six members of staff who work directly with the children. Over half the staff have early years qualifications. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Noah's Ark Pre-school provides good quality care for children.

The premises are secure and staff ensure they are prepared and welcoming to parents and children when they arrive. This helps children to feel happy and secure. The premises are well maintained and children have access to a varied range of toys and equipment which are set out daily by the staff. A high adult to child ratio is maintained. Staff provide interesting activities for the children which keeps them occupied, encourages them to learn and promotes development. Most of the required documentation is in place but some lacks detail and accuracy and it is not always kept on the premises.

Staff have an understanding of safety issues and precautions are in place to safeguard children. However the layout of the room is not well organised. Most areas for promoting health and hygiene are satisfactory and the staff encourage children's independence in these practices. Staff have a satisfactory understanding of special needs and equal opportunities, however, there is a lack of resources

providing positive images of disability. The staff are aware of the need to protect children and the child protection procedures.

Staff spend time talking and listening to the children, encouraging them to take part in activities and to be independent. Good relationships between adults and children are evident. Staff manage children's behaviour well, the children are happy and well behaved; staff act as good role models.

Staff ensure they have time to speak to parents each day and parents receive regular written information in the form of newsletters. They are also able to serve on the parent management committee. Parents are welcome in the group. They support the group well on outings and at fund raising functions.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff provide a broad range of activities which supports learning and development in all areas.
- Staff spend time talking and listening to the children. There is a good rapport between staff and children.
- Staff act as good role models and children's good behaviour is valued and encouraged by staff.
- Parents are made welcome in the group. They are able to help on a voluntary basis in the group or as a member of the management committee.

#### **What needs to be improved?**

- the documentation to include: a record of medication administered; parental consent for outings; policies and procedures that are relevant to the setting; staff attendance on register; fire drill record; staff details of qualifications, training, clearances, and emergency contact details; complaints procedure with Ofsted contact details
- the resources which show disability in a positive way
- the organisation of the space to allow children to play with large equipment, such as the trike and scooter, comfortably and without risk.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Ensure that the premises are organised to allow adequate space for children to play with large equipment comfortably and without risk.
9	Ensure that children have an appropriate range of activities and resources that promote disability in a positive way.
14	Ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

The provision for nursery education at Noah's Ark Pre-school is acceptable and of good quality which helps children to make generally good progress towards the early learning goals. Children are making very good progress in personal, social and emotional and creative development and generally good progress in all other areas of learning.

Teaching is generally good. Staff develop excellent relationships with the children, manage children well and praise and encourage the children in their activities. The challenges set for three and four year olds are appropriate and staff are aware of children's individual needs. Observation and assessment are not used effectively to plan the next stage of children's development. Curriculum planning is not sufficiently detailed to provide information on daily activities and their intended learning outcome.

Leadership and management is generally good. There is a supportive staff team who work well together and foster a friendly environment. Deployment of staff in the room is good. All staff are encouraged to access training and complete a recognised child care qualification.

A broad range of activities are provided to help children make progress towards the early learning goals. The staff do not plan the daily activities to provide a specific learning outcome or use the assessment system effectively to inform planning.

The partnership with parents and carers is very good. The strong links with family and home enable the staff to provide appropriate care and meet the individual needs of the children. Parents are well informed about the pre-school activities and routines. There are systems in place to ensure that information about their child's progress is shared.

### **What is being done well?**

- Children's personal, social and emotional development. Children are confident and enthusiastic learners. They are forming good relationships with other children and adults.
- Staff work well together as a team and there is a good deployment of staff during sessions. Children benefit from this and receive constant support and encouragement throughout each session
- Children's creative development is able to flourish. Staff provide opportunities and craft materials which enable the children to use their imagination in spontaneous creative activity.
- Parents are made welcome in the group, they are able to help on a voluntary

basis in the group or as a member of the management committee. Parents take a keen interest in their children's learning and development and exchange information about their children with the staff, on a regular basis.

#### **What needs to be improved?**

- staff understanding of the Foundation Stage to allow for more detailed planning, evaluation and monitoring of the education provision to ensure that all areas of learning are covered.
- staff's skill in observation and assessment of children's stage of development to inform planning and to ensure that all staff are involved.

#### **What has improved since the last inspection?**

The pre-school has made generally good progress since the last inspection in implementing the three key issues raised at the last inspection.

The supervisor stated a writing pad is provided next to the telephone in the home corner in order to extend writing opportunities and communicate meaning.

The slide, climbing frame, scooter and tricycle are now available on a daily basis so that children are provided with regular physical activity. Staff give the children time to complete work and ask open questions in order to make children think.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, motivated, interested and keen to participate in the activities and resources offered. They are able to work independently and in co-operation with others. They are well behaved and have a good understanding of right and wrong and show care and consideration to each other within their play. Children relate well to each other and adults.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have access to a range of activities and resources. Staff interaction within the activities ensures that children's spoken language and writing skills are developing. Children are able to recognise their names on their folders and are beginning to recognise that print carries meaning. They listen to and respond to stories with enjoyment. There is a lack of opportunity for children to practise writing for a variety of purposes such as list making or taking messages.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count with confidence to 10 and beyond. They use a variety of resources and practical activities which enable them to learn about shape and size and simple mathematical concepts. Staff use positional language in context and ask appropriate questions to make children think. Children do not have the opportunity to do simple sums and calculations in everyday situations such as snack time.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk confidently about personal events within their lives. Children are confident in their design and making skills and children access a range of construction materials and explore natural materials. There are no planned themes and activities to ensure that children are developing their knowledge about other cultures and traditions.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident and capable when undertaking routine activities and show a good awareness of personal hygiene. Children have good co-ordination skills and understanding of space, they move with confidence around the pre-school building. Children use a range of tools and activities to enhance physical skills for example slide, trampoline, playdough and construction blocks.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use a varied selection of collage and junk modelling materials to spontaneously create. They are able to explore colour, texture and shape and use their imagination in craft and role play activities. They respond with enthusiasm to new activities and are confident in expressing their thoughts and feelings, for example when playing with the dough or water.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve staff understanding of the Foundation Stage to allow for more detailed planning, evaluation and monitoring of the education provision
- increase staff's proficiency in observation and assessment of children's stage of development to inform planning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*