



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 117135

DfES Number: 581756

### INSPECTION DETAILS

Inspection Date 16/02/2005  
Inspector Name Janet Butlin

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Noahs Ark Childcare Centre  
Setting Address Noah's Ark Childcare Centres  
20-24 Lucas Terrace  
Plymouth  
Devon  
PL4 9LD

### REGISTERED PROVIDER DETAILS

Name Mrs Nyree Squires

## 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 Childcare Centre is privately owned and opened in 1996. It operates from a converted chapel in the Prince Rock area of Plymouth and serves parents from the local area as well as those commuting to work in the town centre.

The nursery is registered to care for up to 32 children from three months to five years. There are currently 37 children enrolled, of whom thirteen are three- and four-year-olds in receipt of funding. The nursery supports children who have special educational needs; there are no children attending who have English as an additional language. Children attend a variety of sessions.

The nursery is open five days a week, 50 weeks a year, from 08.00 to 18.00, Monday to Friday.

A staff of nine work with the children. Six are qualified to the equivalent of NVQ level three, two to level two and another is working towards a qualification at that level. Regular support is also provided from the proprietor and area manager. The nursery maintains regular contact with the Plymouth Early Years Development and Childcare Partnership and the Early Years Advisory Team. They are members of the National Day Nurseries Association and have just gained quality assurance accreditation.

### How good is the Day Care?

Noah's Ark Childcare Centre provides good quality care for children. There are sufficient, suitably qualified staff who ensure that the children attending are cared for sensitively and well, however the system of notifying Ofsted of staff changes is not swift enough. The organisation of care is sound and systems are in place to promptly log the attendance of children, adults and staff. However, the recording of children who attend after-school has weaknesses.

The children enjoy a well-planned day with many interesting activities. Across all the whole age-range of attendance care is taken to ensure that children are presented

with appealing and appropriate activities which stimulate and extend their learning. The environment is well organised, light and bright with colourful displays of children's work. All necessary facilities are in place. Children are able to access games and resources easily and all toys and equipment are in good condition and appropriate.

Satisfactory regard is given to safety and fire drills are recorded in a very helpful format which facilitates improvement. However, these are not undertaken sufficiently frequently. Good attention is given to health and hygiene and a secure system is in place to record health related matters. Strong emphasis is given to promoting healthy eating and children enjoy a well balanced meal including fresh produce each day. The nursery has a good awareness of child protection and have up to date guidance in this area. They also have a good understanding of equality of opportunity and of caring for children with special needs. Behaviour is managed sensitively and very well and children are polite and well behaved.

There is a good partnership with parents who receive helpful information and are made to feel most welcome. All regulatory documentation is in place and available for inspection at all times.

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

Good progress has been made with the actions arising from the previous inspection and this has had a positive impact on the provision. Important detail has now been included in policies and systems of recording certain aspects of care have been improved. All necessary consents are now in place and there are designated members of staff to support all areas of care.

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

- A range of worthwhile activities are provided for children across the whole age-range.
- A bright and welcoming environment is created.
- There is an extensive selection of toys and equipment, all of which are in good condition and of good quality.
- Healthy and nutritious meals are provided and healthy eating is promoted.

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

- the registration system to ensure that after-school children are consistently recorded
- informing Ofsted promptly of staff changes
- the frequency of fire-drills

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since April 2004 Ofsted has received two complaints. In October 2004 a concern was raised under Standard 2, regarding staff ratios and under Standard 7, regarding hygiene and nappy changing procedures. We made an unannounced visit to the nursery, discussed the concerns, observed the running of the nursery and checked documentation. The only action necessary was to require the provider to maintain a record of staff present. On 2nd December 2004 a further concern was raised under Standard 2 regarding staff ratios and qualifications. The registered person supplied documentation and details of the ages and qualifications of the staff and of how trainees are supervised. No further action was necessary. The provider remains qualified for registration.

**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
1	Ensure Ofsted is promptly informed of staff changes.
2	Improve the registration system to ensure the attendance of after-school children is consistently recorded.
6	Implement more frequent fire-drills.

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

### How effective is the nursery education?

Noah's Ark Childcare Centre provides high quality nursery education and children are making very good progress towards the early learning goals in all six areas of the curriculum.

The quality of teaching is very good. Staff all have a good knowledge and understanding of the Foundation Stage curriculum and plan a well-balanced, wide range of interesting and challenging activities that support children's learning. Plans clearly identify what staff intend children to learn from the activities and how they will support all children in accessing them. They use open-ended questioning well to encourage children to work things out for themselves. The learning environment is well-organised and resources presented attractively to enable children to initiate activities independently. Staff are deployed well to support children's learning and usually make good use of naturally arising opportunities to extend and challenge them. Staff regularly observe and assess children's achievements and keep clear records that track their progress towards the early learning goals. This information is used effectively to plan their next targets for learning.

Leadership and management is very good. The management team provide good support for staff and have effective procedures for monitoring and evaluating delivery of the curriculum. They have made steady progress through accessing appropriate training and support to address identified areas for improvement and all staff demonstrate a strong commitment to this.

There is a very good partnership with parents. They receive regular information about the themed activities of the group and this enables them to participate in their children's learning by, for example, providing resources that link with the themes. Clear, well-presented termly reports keep them well-informed about their children's progress in each of the six areas of learning.

### What is being done well?

- All staff have a good knowledge and understanding of the Foundation Stage curriculum.
- Children have very good opportunities to initiate activities for themselves.
- Plans demonstrate a good balance across all areas of the curriculum, clearly identify learning objectives for activities and how they can be differentiated for more and less able children.
- Clear assessment procedures are used effectively to track children's progress along the stepping stones and to plan what they need to learn next in order to build on what they already know and can do.

**What needs to be improved?**

- staff's further use of spontaneous and naturally arising situations to extend children's learning.

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

The nursery has made very good progress in addressing the three key issues raised at their last inspection. The planning and assessment cycle has been reviewed, developed and is continuously evaluated to ensure that children are accessing appropriate activities and making steady progress. Children have access to a wider range of resources that develop their awareness of technology, including a computer, which they use confidently and independently.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, relaxed and settle well at the beginning of sessions. They are developing good independence skills and are able to initiate activities for themselves. They participate enthusiastically in new activities and are able to concentrate well, for example during group story time. They play well together, sometimes choosing particular friends and inviting them to join in with games. They have a good understanding of rules such as sharing and taking turns. Their behaviour is good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and are developing a wide vocabulary, for example when learning the names of exotic fruits. They use language well to describe thoughts and feelings, such as naming their favourite fruits. They make very good use of the writing area and their early mark-making efforts are valued and encouraged by staff. They enjoy listening to stories and are able to recall familiar characters, talk about what happens to them and accurately sequence events in the story.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and are able to predict what number comes next. They are beginning to understand concepts such as adding one more and they can also count two groups of objects to arrive at a total figure. Children notice and can name different shapes in the environment, they use equipment such as scales to make weight comparisons, predicting which objects will be heavy or light and use coloured beads to carefully make and recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to handle different materials and are encouraged to investigate why things happen and how they work. For example, they look closely at what happens when ice melts in the sand tray and explore which materials will stick to a magnet. They use a computer confidently and access a wide range of materials to design and build models. They use familiar routines to make sense of the passage of time and visit nearby shops to explore features of the local environment.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move safely and confidently around the indoor and outdoor play environment and have a good awareness of space, for example they crawl through tunnels and into wooden cubes. They control their movements well, for example when pedalling wheeled toys and negotiating obstacles. They access a range of equipment to develop specific skills such as climbing and balancing. They use pens and scissors carefully and with increasing control and can manipulate very small collage materials.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have good opportunities to freely access a wide range of resources and they enjoy exploring texture, colour and different painting techniques to create imaginative two and three-dimensional artwork. They enjoy singing, exploring the different sounds that musical instruments can make and are developing a good sense of rhythm. They engage in imaginative small world and role-play, using resources well to imitate real-life situations and re-enact familiar stories.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- further develop staff's use of spontaneous and naturally arising situations to extend children's learning.

*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.*