



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 103827

DfES Number: 515297

INSPECTION DETAILS

Inspection Date	05/02/2004
Inspector Name	Beryl Witheridge

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Noah's Ark Pre School Playgroup
Setting Address	Luton Road Chatham Kent ME4 5BT

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Noah's Ark Preschool Committee
Address	11 Fallowfield Chatham Kent ME5 0DU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Playgroup opened in September 1992. It operates from two rooms in a church hall. It is located in Chatham and serves the local area.

There are currently 74 children from 2 years to 5 years on the register. This includes 46 funded 3-year-olds and 16 funded 4-year-olds. Children attend for a variety of sessions. Currently there are 3 children with special educational needs attending the group. The group supports 2 children who speak English as an additional language.

The group opens three days a week during school term times. Sessions are from 09.00 to 11.45, and from 12.45 to 15.30, Monday, Tuesday and Wednesday.

There are nine full time staff who work with the children and one part-time staff. Six staff have early years qualifications and one member of staff is currently on a training programme. The setting is receiving support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and Sure Start.

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

How effective is the nursery education?

Noah's Ark Pre-School provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff knowledge of the early learning goals is not totally sound. Planning and evaluation is in place and is carried out by the deputy with input from staff. The children have a good relationship with the staff. Good staff to child ratios allow staff to work in small groups and provide more time for one-to-one work. Staff provide children with a wide selection of activities, toys and equipment to encourage them to learn and to help them meet their individual needs.

Leadership and management is generally good. The staff work together well as a team, supporting each other and the children. Yearly appraisals are carried out. Training needs are identified and staff are able to attend training or short courses, when they are available. Not all staff are secure in their knowledge of the early learning goals or how to record children's development. Regular staff meetings are held providing opportunities for staff to identify children's needs and ensure that the deputy is aware of them for the future planning of activities.

The partnership with parents is generally good. Parents are given a prospectus when their child first starts at the pre-school and receive up-to-date information about the group through newsletters. The parents' notice board advises parents of early learning goals and the weekly plans are displayed for them to see. Parents have minimal input into the target setting for their children. Parents are given a report at the end of each term. They have some input into their child's future learning needs. Parents are able to come in and talk to staff if they wish. This is an informal arrangement and not all parents take up the opportunity to talk to keyworkers. Parents feel that staff work closely with them to meet the needs of their child.

What is being done well?

- Leadership and management is generally good. Staff work well together and are committed to the learning and development of the children. Children receive good support.
- Children's personal, social and emotional development is good. Children are confident and independent and form good relationships with staff and their peers.
- Children are confident communicators. They are able to use resources to act out every day activities and imaginary situations.
- The staff teach the children by example. They are good role models. Children know how to behave and understand what is acceptable and what is not.

What needs to be improved?
<ul style="list-style-type: none">● staff understanding of the early learning goals● and stepping stones and how they evidence children's learning● the exchange of information between the group and parents, allowing parents opportunities to have input into the learning goals for their child● more practical opportunities to use calculation and comparison in everyday activities● the set up of the information communication technology table.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to form relationships with staff and other children. They take turns and play well together in groups. Their behaviour is good and they are able to acknowledge what is right and wrong. Children are independent and have self care. They are able to select toys and work independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are provided with opportunities for writing, mark making and reading. Four-year-olds are more able at identifying letters and sounds than most of the three-year-olds. Children are encouraged to read, share and enjoy books. They are able to follow text and predict the stories. Children are confident speakers with the ability to express themselves clearly, either in a small or large group.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count reliably up to ten, some four-year-olds beyond this. They recognise written numbers. Number displays are at child height so they are able to touch and see the display clearly. Practical opportunities for children to use measuring in an everyday activity, such as pouring their own drinks, are missed. Staff need to provide more practical opportunities for calculating and using comparative language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Four-year-olds show ability in the use of information communication technology. Some three-year-olds require adult support. The way the information communication technology table is set up makes it difficult for children to work comfortably. Activities are planned which give the children opportunities to explore the world around them and to learn about how others live. Children are able to select toys and equipment freely, which encourage their creative skills.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident and move with control and co-ordination. They have a good sense of space when moving around the room between activities. Children show an ability and confidence in the use of both large equipment, for climbing and balancing, and small tools and equipment, for construction and model making. There is an outside area but this is rarely used as staff feel it is not safe and secure for the children.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are able to explore media and materials and show a pride in their achievements. They can make music and repeat patterns. The children use their imagination well, especially four-year-olds during role-play. Children are very good at expressing and communicating their thoughts and ideas.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

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

- Key Issues:-
- increase staff understanding of the early learning goals and stepping stones
- improve the recording of the evidence of children's learning
- provide parents with opportunities to meet with their child's keyworker and have some input into future learning goals.

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.