



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 507947

DfES Number: 582300

### INSPECTION DETAILS

Inspection Date	07/07/2003
Inspector Name	Lynn Reeves

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Noah's Ark Pre-school
Setting Address	Forton Road Gosport Hampshire PO12 4TQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of CHAIR OF COMMITTEE
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### ORGANISATION DETAILS

Name	CHAIR OF COMMITTEE
Address	Forton Road Gosport Hampshire PO12 4TQ

## 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 is located in a church hall in a residential area of Gosport. The pre-school is run by a committee of parent and carers. The pre-school serves local families who come from a mix of social and economic backgrounds.

The pre-school is open Monday, Tuesday, Wednesday and Friday from 09.00 to 12.00 and from 14.00 to 16.00 on a Thursday afternoon term time only.

The pre-school currently has 36 children on the role aged between two years and nine months to five years. This includes three year olds and four year olds of whom are in receipt of nursery funding. Children attend the pre-school for a variety of sessions. The pre-school supports children with special needs and for whom English is an additional language.

The staff team is made up of five people of whom three have a childcare qualification and two who are currently undertaking training. All staff are first aid trained.

The setting receives support from the Pre-school Learning Alliance and the Early Education and Child care Unit.

### How good is the Day Care?

Noah's Ark pre-school provides satisfactory care for children. The pre-school is generally well organised. The premises and equipment are well maintained, which provides the children with a warm, welcoming environment. The whole staff team have input into the termly plans. At present there are few opportunities for outside play. The toys are of a suitable standard, but few reflect images of the diverse society in which we live. Staff deployment is adequate, but does not always promote children's learning. Most documentation is comprehensive and informative. The staff are active in updating their training and qualifications.

Procedures are in place for the safe arrival and collection of children. Most health

and safety procedures are in place, however, some risk assessments are ineffective. The children have healthy and nutritious snacks and their dietary and religious requirements are catered for. The staff promotes equal opportunities and children with special needs are fully integrated into the setting. All staff are aware of the child protection procedures this ensure the children's safety.

The rooms used are set out before the children arrive. The toys and resources are easily accessible to the children. The activities offered are age appropriate, however, do not always keep the children fully engaged, challenged and extend their learning. The pre-school operates a keyworker system and the staff develop good relationships with the children. The staff use a range of behaviour management strategies. They encourage the children to behave well. Inconsistencies in work practice lead to some children become boisterous with poor behaviour not always challenged.

Staff have developed good relationships with the parents. They are kept informed about their children's activities on a daily basis either verbally, through newsletters or through the children's achievement files. Parents are actively encouraged to assist on a parent rota system.

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

This section is not applicable as the last visit was a transitional inspection.

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

- The environment is welcoming to both children and parents. The children's work is displayed on the notice boards and around the room. There are soft furnishings made available with the use of cushions and mats to help the children feel relaxed. The activities are laid out prior to the children's arrival. The children have easy access to toys and activities by use of low storage, this enables them to choose for themselves and gain independence.
- The staff are all active in extending their own learning and regularly attend workshops offered through the Pre-school Learning Alliance and the Local Partnership. Currently three members of staff hold Child Care qualifications and two are currently completing their NVQ 3 in Child Care. All the staff are first aid trained and three hold a Food Handling Certificate.
- The staff have good relationships with the children, they interact appropriately and know them well. The children are made to feel very welcome, they are happy and settled. A key worker system is in place to support the children's learning. All staff are responsible for the termly plans.
- Good relationships are maintained with the parent. Regular feedback is given to them at the end of the session. The group has an open house policy and they welcome all parents. All staff are approachable they value parent's input and are open to new ideas.

### What needs to be improved?

- The organisation of staff deployment during free play activities.
- Opportunities for children's physical play.
- Children's safety regarding the procedures for fire drills in absence of designated person and risk assessments are completed during the sessions.
- The procedures for promoting children's health and hygiene at snack time.
- The procedures for ensuring staff are consistent in dealing with behaviour management strategies.
- Documentation, to ensure the visitors book holds the relevant information regarding contact details.

### Outcome of the inspection

Satisfactory

### 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
2	improve the deployment of staff during free play activities.
4	ensure the children are given opportunities for physical play.
6	ensure the procedures for fire drills are effective in absence of designated person.
6	ensure risk assessments are completed during the sessions.
7	ensure procedures are effective for promoting health and hygiene at snack time.
11	ensure staff are consistent in dealing with behaviour management procedures.
14	ensure visitors book has contact details available.

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

### How effective is the nursery education?

Noah's Ark Pre-School provides an acceptable quality of education but there are some significant weaknesses that limit the children's progress towards the early learning goals. Communication, language and literacy is generally good, all other areas of learning have significant weaknesses.

Teaching is of an acceptable standard, but has areas of weakness. Staff have an understanding of the early learning goals, however this is not always reflected in the plans. Individual assessments are used to plan future activities, however the systems for the assessments are completed in different styles and are not consistent. Plans fail to show all activities on offer and do not evaluate the impact on children's learning. Activities are often the same for a number of consecutive days and the children are not keen to engage in them. Staff have good relationships with the children and easily show their affection for them, however, staff failed to address the children's poor behaviour. There are missed opportunities for children's learning to be maximised and these are repeatedly not acted upon. There are support systems in place for children who have special educational needs.

Leadership and management have some significant weaknesses. Staff manage all tasks between them, however this means that there is no overall direction. Staff are very focused on their roles and at times lose sight of the overall aims. The Committee are supportive and leave the day-to-day operation to the staff. They support the staff's professional development through training.

The partnership with the parents is very good. Parents receive detailed information about the group. Parents frequently help in the group and are fully aware of how the effective key worker system works. Parents are well informed about their children's learning. Staff provide a welcoming environment for the parents where they feel comfortable in expressing concerns or contributing to the children's learning

### What is being done well?

- Staff value the children and have established a friendly relaxed relationship with them which allows them to feel comfortable and cared for. Staff have good knowledge of each child's personal needs.
- Staff make good use of the local environment to help children explore their community. Children learn about their local community and past and present events through topic work.
- Staff provide a welcoming and supportive environment where parents feel comfortable in communicating their ideas and concerns about their children's learning and provide opportunities to share information.
- Parents take an active role in their children's learning by working on the

parents volunteer rota.

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

- the behaviour of children and staff's management of behaviour to enable children to learn the consequences of their words and actions and the effect it has on others;
- the use of time, resources, staff deployment and daily routines to make the most of all learning opportunities;
- the planning to reflect all six areas of learning and what the children are learning from the activities;
- activities that provide interest and stimulation for the children which allows them to maximise their learning potential;
- the recording and assessment of children's learning to be recorded consistently;

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

The pre-school have not responded well to the key issues from the last inspection. The education planning has not been extended to cover the six areas of learning and fails to show how the activities link with the children's learning and the stepping stones.

Personal, social and emotional development, communication, language and literacy and mathematical development have not been given priority. All areas of the planning remain an issue as the key issues for action from the last inspection have not been successfully addressed.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Staff and children have developed good relationships and show warmth and caring for each other on most occasions. Children's behaviour is poor and disruptive at times and this impacts on their ability to learn and their relationships with each other. There are limited opportunities for the children to develop independence. Children are keen to be involved in their learning however activities often fail to engage them. Children have developed a good sense of community spirit.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident in their spoken language. They are keen to engage each other and adults in conversation and are able to express themselves clearly. There are a lack of opportunities for children to write such as writing names on artwork. Opportunities for recognising familiar words and linking sounds to letters are limited. Children are confident in handling and looking at books.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Many children are confident to count to 10 and beyond however limited opportunities are available for them to do so or extend into calculating. Staff are not effective at introducing mathematical thinking and language into everyday play. There are many missed opportunities for the children to consolidate their learning and understanding of shapes, size and patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children learn about themselves and their local community around them through a range of themes and topics. There are limited opportunities for them to explore and investigate together with a lack of opportunities to use or access information and communication technology. There are limited opportunities to explore and investigate and ask questions. Staff provide the children with opportunities to learn about the beliefs and culture.

### PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are provided with opportunities to climb and use the slide but this tends to be accessed by the more confident and able children. There are very limited opportunities for the children to engage in more physical play such as throwing and pedal toys. Children do not appear to have a sense of space, they find it difficult to move with confidence and are in need of repeated reminders of safety issues. Children are skilled and showed enjoyment when handling tools and malleable materials.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	The children enjoy participating in singing and have built up a good repertoire of songs and rhymes. Opportunities for the children to participate in daily art and craft activities are limited and the activities tend to be prescriptive and adult led. Children have very limited access to explore a range of materials and are unable to use their imagination to express their creativity. Children enjoy dressing up and role-playing, however at times staff fail to extend the children's learning.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

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

- improve the staffs management of behaviour enabling the children to improve their behaviour and learn the consequences of their words and actions and the impact they have on others.
- evaluate and improve the organisation of resources, time, staff deployment and the daily routines to increase and maximise all learning opportunities.
- improve the planning system so that it covers all six areas of learning and clearly states the learning aim of the activity.
- to provide interesting and stimulating activities so as to increase the children's willingness to take part and become active in their learning and maximise their learning.
- evaluate the recording system of the children's assessment records to ensure consistency.

*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.*