



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131547

DfES Number: 581164

INSPECTION DETAILS

Inspection Date	18/01/2005
Inspector Name	Clare Moore

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Noah's Ark Pre-School
Setting Address	Kings Church Centre 414 Coxford Road, Lordswood Southampton Hampshire SO16 7LL

REGISTERED PROVIDER DETAILS

Name	The Committee of Noah's Ark Pre-School
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ORGANISATION DETAILS

Name	Noah's Ark Pre-School
Address	Kings Church Centre 414 Coxford Road, Lordswood Southampton Hampshire SO16 5LL

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 opened in 1982. It is managed by a voluntary committee made up of members of parents of children at the pre-school and members of the local community and church. It operates from a Church Hall in the Lordswood area in Southampton from three rooms. It serves the local area.

There are currently 30 children from two to five years on roll. Of these 23 children receive funding for nursery education. Children attend for a variety of sessions. The setting currently welcomes children who have special needs and those who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00.

There are six staff who work with the children. Three of the staff have appropriate early years qualifications. One member of staff is currently working towards a qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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 nursery education which is acceptable and is of high quality overall. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. All the staff are involved in planning a balanced curriculum of activities that stimulates learning across the six areas. Daily plans are clear about what children are intended to learn from activities, so staff make use of the opportunities presented. An effective key worker system ensures that staff have good knowledge of individual children. They regularly record children's achievements, and show areas to be targeted for development. Staff liaise with other professionals to develop practice and include children with special educational needs. They use skilled teaching methods, ask questions and make suggestions that promote learning. They engage children in conversation, develop language skills and include counting throughout activities. They help all children to enjoy books and stories. They use praise and encouragement to build children's confidence and help children to develop independence. They provide a balanced range of adult led activities and opportunities for children to initiate their own activities.

The leadership and management are very good. The supervisor provides clear leadership to the staff team who work well together. A system of staff appraisal identifies training needs and staff are supported in updating their skills and knowledge.

The partnership with parents is very good. Parents are made welcome in the group and some serve on the management committee. They receive good information about the Pre-school, the curriculum and current topics. Staff talk to them about the progress their children make, and records are available by request.

What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned activities, which engage and sustain children's interests and efforts.
- Staff regularly record children's achievements, and each child has a folder which is their record of achievement. This is linked to the planning to ensure that children are set appropriate challenges that increase their thinking and skills.
- Children experience counting throughout their activities, they show interest and enthusiasm for mathematical challenges and learn the use of language to describe position, size and shape.
- Children are confident and sociable. They develop trusting relationships, learn to have a positive approach and try out new experiences.

What needs to be improved?
<ul style="list-style-type: none">● the system to share information about children's' progress with parents.

What has improved since the last inspection?
<p>The setting has made very good progress in addressing the key issues from the last inspection.</p> <p>At the last Inspection they were asked to develop an understanding of addition and subtraction through practical activities, and to use language to compare two numbers.</p> <p>Children now take part in a variety of counting activities throughout the day and staff use games , electronic toys and rhymes to help children to compare groups of numbers and calculate.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children sit quietly to listen and many are able to concentrate for sustained periods. They are confident in moving between activities and relate well to adults and other children. They learn to take turns, to share and to take responsibility. They are becoming very independent in their personal care, dressing themselves for outside, visiting the toilet independently and remembering to wash their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers and pay attention to others in small group discussions. They enjoy looking at books and listening to stories in a well-equipped and comfortable reading area. They are developing an understanding of rhyme and learn to hear and say the initial sounds in words. Most can recognise their printed names and some are attempting to write them. They practise writing skills though using paintbrushes and pencils, and they often label their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children work with numbers throughout their daily activities. Most children can count to five and some to ten and beyond and they are using number to solve problems. They learn to recognise numerals using games and puzzles and also various resources to learn about shape and size. They practise mathematical language using sorting activities, small worlds and construction toys. They solve problems of size and shape as they fit toy farmyard animals into enclosures and load the trailer with bales.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore, observe and talk about what they see. They show interest in how things happen when they explore ice, melt chocolate and toast bread. They learn about plant life when they grow hyacinths from bulbs and consider the passage of time through following a pregnancy, a new baby and talking about when they were babies and how they have changed. They design and build with construction toys and with recycled materials.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy physical activity and learn about space with parachute games, a play tunnel and climbing and balancing apparatus. They use small equipment to throw, catch and control, and develop manipulative skills with a range of tools and materials such as pencils, paintbrushes, scissors, threading and play dough. Children learn about the importance of good food and good hygiene practice in keeping healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour and texture with imaginative art and craftwork using a wide variety of materials. They join in songs and rhymes and make and use percussion instruments to explore sound and rhythm. They develop their imagination and act out experiences in planned role-play situations and in impromptu play, making up stories and improvising by adding sound effects and using available resources.	
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 the following:
- develop the system of sharing information about children's progress with parents to include the written records on a regular basis.

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.