



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 107020

DfES Number: 530100

INSPECTION DETAILS

Inspection Date	15/01/2004
Inspector Name	Deborah Jane Starr

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Noahs Ark Pre-School
Setting Address	Cairns Road Baptist Church Cairns Road Bristol BS6 7TH

REGISTERED PROVIDER DETAILS

Name	The Committee of Noahs Ark Pre School
------	---------------------------------------

ORGANISATION DETAILS

Name	Noahs Ark Pre School
Address	Cairns Road Bristol Avon BS6 7TH

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 Playgroup was registered to provide care in 1986. The pre-school operates from within the Cairns Road Baptist Church in the residential area of Westbury Park in Bristol. The pre-school group is managed by the church committee; it represents one aspect of a range of child care provision made available to parents and children. The pre-school is sited within the main building and has sole use of two designated rooms on the ground floor with use of the hall on the first floor. There is currently no available outside play space.

The pre-school offers care Monday to Friday 09:15 - 11:45 and 12:45 - 15:15 term time only. The majority of children attend from the local geographical area. There are currently 42 three-years olds and 5 four-year-olds attending who are in receipt of funding. The pre-school offers care to children with special educational needs and for whom English is an additional language.

There are currently eight members of staff who work directly with the children, three of whom work full time. Staff hold appropriate qualifications, there are three qualified teachers, two members of staff hold a level three qualification, and one member of staff holds a level two. In addition two members of staff hold qualifications as state registered nurses.

The pre-school promotes a Christian ethos.

How good is the Day Care?

Noah's Ark Pre-school Playgroup provides good quality care for children. The committee are committed to supporting staff in developing their skills and knowledge through training. The staff have a good knowledge of policies and procedures and their practice effectively reflects the operational plan. The effect of the deployment of staff needs to be reviewed. Staff are committed to creating a safe and caring environment through regular reviews of health and safety practice. The pre-school is well organised and careful consideration is given to creating an accessible environment. Staff have a clear and consistent approach to behaviour management

to which children respond well.

Staff have a good knowledge of children's development and know how children learn. Children take part in a broad range of stimulating activities in which they are interested and enjoy. Staff use resources and equipment well to promote children's learning and extend this through good questioning which develops children's thoughts and ideas. Staff are sensitive to and skilfully meet the individual needs of children.

Staff work well with parents to ensure children are settled and progress in their development. Parents are provided with clear and easily accessible information and are given many opportunities to express their views and work along side staff, both formally and informally. Parents are welcomed into the pre-school. Some aspects of record keeping need to be maintained and further consideration should be given to ensuring that all parents have equal access to all the policies.

What has improved since the last inspection?

At the last inspection the group was required to develop, review and update the operational plan, to provide a detailed risk assessment, to make staff records available for inspection, to develop policies and procedures which reflect quality care for children, recruitment, employment and deployment of staff and parent helpers and effective communication, to ensure children learn about personal hygiene, to develop a policy for the administration of medication, to maintain the toilet facilities in a suitable state of repair and decoration, to ensure equipment is clean

The setting has made good progress and now meets all the national standards; however one aspect needs further consideration. The operational plan now reflects all aspects of the setting and policies and procedures reflect good working practice, including recruitment, employment, information for parents and volunteers, effective communication and the administration of medication. Staff records are now easily accessible for inspection being stored on the premises. The issue of staff deployment needs to be monitored further. Children learn about personal hygiene through clear guidance by staff and planned activities on self care. Written risk assessments clearly identify hazards and are regularly reviewed throughout the year; there is now a designated Health and Safety Officer who has overall responsibility for this aspect of care including the condition of equipment. The toilet areas have recently been redecorated and are now in a good state of repair.

What is being done well?

- Committee are committed to supporting the staff to develop their skills and knowledge through on-going training.
- Staff plan a broad range of stimulating activities in which children are interested and enjoy. Staff use good questioning techniques to promote and develop children's thoughts and ideas.
- Staff create an accessible environment to all children and make good use of resources and equipment to promote children's learning.

- Staff give careful consideration to ensuring a consistent approach to behaviour management, children are given frequent opportunities to gain an understanding of adult expectations and respond well.
- Staff work sensitively and skilfully with parents to ensure children's individual needs are met.
- Staff work in partnership with parents. Parents are provided with clear and easily accessible information and are given many opportunities to express their views, work along side staff, both formally and informally by directly working during the session on a parents rota and at informal social gatherings .

What needs to be improved?

- the deployment of staff;
- the records of attendance;
- the procedures for completing visitors book;
- the policy for sick children.

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
2	Ensure that staff are deployed so that children are effectively managed in all areas of the provision
2	Ensure that records identify when children, staff and visitors are present.
7	Devise a sick child policy

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

The teaching of children is generally good; with particular strengths in personal, social and emotional development and knowledge and understanding of the world. Staff use good questioning techniques to help children to develop their own thoughts and ideas and are skilled in using resources and equipment to develop and consolidate children's learning. Planning does not however identify extension and challenges for more able children. Children's developmental assessments do not evaluate their progress and identify the next stage in their learning and this is therefore not reflected in planning. The support for children with special educational needs is very good.

The management and leadership of the pre-school is generally good. There is a stable and experienced staff group working with three and four year olds who are committed to their on-going training and development which is supported by the registration holder.

The partnership with parents is generally good. Parents give strong support for the pre-school, they feel well informed about their child's overall progress and find staff approachable. Parents play an active role within the day to day life of the group. Opportunities for parents to gain an understanding of the Foundation Stage Curriculum and to be given specific information about their child's progress in relation to the six areas of learning so that they can become actively involved in their own child's learning should be extended.

What is being done well?

- Children are making very good progress in their personal, social and emotional development and in their knowledge and understanding of the world, They are confident, interested, relate well to each other ask questions and express their ideas and imaginations through a variety of activities.
- Staff plan a varied range of interesting activities which children enjoy and which with the use of good questioning techniques encourages children to expand their thoughts and ideas.
- Staff create an accessible environment for children and skilfully use a wide range of resources to promote children's learning.
- Staff work closely with parents to ensure that the individual needs of children are met. They provide parents with clear and accessible information on most aspects of the group and actively work in partnership with parents.

What needs to be improved?

- system of observation and assessment which evaluates children 's progress and identifies the next stage in learning for the child;
- planning which reflects the next stage in learning for children and identifies the extension of activities and provides challenges for the more able child in all areas of learning;
- opportunities to extend children's language, awareness of comparison in number and physical play;
- information to parents about their child's progress in relation to the early learning goals and opportunities for them to become actively involved with their child's learning.

What has improved since the last inspection?

The pre-school has made good progress since the last inspection. Staff have acted upon all the key issues identified, the impact of which is evident. First, careful thought has been given to the organisation of the environment to ensure that opportunities exist at all times through planned and everyday activities which enable children to have access to appropriate materials and practice writing skills. Second, staff use their knowledge of the children to plan specific small group activities which focus on an identified learning intention and therefore promote children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Most children are confident in expressing their thoughts and feelings in a variety of situations. They are becoming aware of the needs of others and work co-operatively together, sharing and taking turns. Children's behaviour is good, they know what is expected of them and respond well to staff expectations. Children are gaining their independence in their self care, washing hands and dressing themselves they confidently self select play activities concentrating for increasing periods of time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children understand that print has meaning and are developing early writing skills, they are attempting writing for a variety of purposes, writing their names and making lists and charts. They enjoy listening to, looking at and participating in stories and songs. Children have a wide range of opportunities to express their ideas, recall past events and develop their own stories about real and imagined events. Opportunities to extend children language could be increased.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Most children are able to recognise and can count confidently up to seven and some children beyond. Children's recognition and understanding of shape, comparison and size is developing well through planned activities. Children are developing the skills for estimation and problem solving and are able to create and copy simple patterns and sequences. Opportunities to extend and make use of everyday activities to promote comparison of number could be increased.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children learn about change and growth in living things through a variety of well thought out activities. Children are developing skills which enable them to build and design a wide variety of constructions. They learn to use technology in everyday activities and for practical purposes, such as simple computer programmes, microwave. Children talk confidently and vividly about events in their lives and have a good awareness of past and present. Children are gaining a sense of the wider world.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children have a good awareness of the space around themselves, they move confidently between rooms and around obstacles and others. Children move confidently to a range of action songs and are gaining increasing control and co-ordination of their own bodies. Children are developing a range of skills to enable them to use small equipment and tools appropriately and effectively. Opportunities which challenge and extend the more able/older child are limited.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use a variety of materials to explore texture, shape and colour. Children enjoy singing and enthusiastically explore music and rhythm through a wide variety of action songs and planned activities. Children are able to express, recreate and develop their own thoughts and ideas through a variety of planned and spontaneous imaginative play. Opportunities to challenge and extend the more able child are limited.	

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

- introduce a system of observation and assessment which evaluates children's progress and identifies the next stage in learning for the child;
- introduce planning which reflects the next stage in learning for children and identifies the extension of activities and provides challenges for the more able child in all areas of learning;
- increase opportunities to extend children's language, awareness of comparison in number and physical play;
- provide parents with information about their child's progress in relation to the early learning goals and provide opportunities for them to become actively involved with their child'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.