



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 511667

DfES Number: 519789

### INSPECTION DETAILS

Inspection Date	09/06/2004
Inspector Name	Louise, Caroline Bonney

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Noah's Ark Pre-School
Setting Address	Pack Lane Basingstoke Hampshire RG22 5HN

### REGISTERED PROVIDER DETAILS

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

Name	The Management Committee of Noah's Ark Pre-School
Address	Noah's Ark Pre-School Pack Lane Basingstoke Hampshire RG22 5HN

## 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 opened in 1987, and has been in its current premises since 1990. It is a registered charity, and is managed by a parent committee. The pre-school operates from two rooms in the village hall, uses the main hall for lunch and occasional play, and has a fully fenced garden. The hall is situated in Kempshott, on the outskirts of Basingstoke, and the preschool serves the local area.

There are currently 72 children from 2 years 9 months to under 5 years on roll. This includes 36 funded three-year-olds and 35 funded four-year-olds. The pre-school separates the children into two groups, Noah's and Tigers. Those in Noah's attend for mornings only, while children in Tigers can stay all day. Children attend for a variety of sessions. The group supports 3 children with special needs, and 4 who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30, extending to 15:00 for Tigers, Monday to Thursday; and from 09:00 until 12:30 on Friday. When staying for a full day children bring their own packed lunches.

There are 3 full-time and 10 part-time staff working with the children. Of these, 8 have early years qualifications, and 4 are currently on training programmes. The setting receives support from a teacher mentor and Area Special Educational Needs Co-ordinator from the Early Years Development and Childcare Partnership, and from other external support agencies.

### How good is the Day Care?

The preschool provides satisfactory care for children from two years nine months to under five years. The provision is well established, and the majority of staff hold early years qualifications and are experienced. Staff make excellent use of the accommodation and resources. There is a good range of equipment, most of which is sufficient in quantity. The premises are warm and welcoming for parents and children. Not all documentation required is in place, and Ofsted has not been

informed of all significant events.

Staff are vigilant in promoting the children's safety, and teach them how to play and use equipment safely, such as scissors and sand. There are satisfactory procedures for maintaining hygiene which help children develop good practice. Children's individual dietary requirements are well met.

Staff plan and provide a good range of activities, which the children are keen to participate in. They establish routines that help the children quickly settle and feel secure. Staff have very good relationships with the children developed through their caring and sensitive approach. They use positive strategies to manage children's behaviour, and good support is given to children with special needs.

Parents are well informed about the setting through the prospectus. They liaise with their keyworker, and find staff friendly and approachable. They receive excellent information about their child's development through the sharing of play plans and attending newly introduced keyworker meetings. Induction procedures are in place for new committee members, but do not include sufficient information about regulatory requirements.

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

Not applicable.

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

- The pre-school is well organised, and has a clear operational plan. Staff are effectively deployed and work collaboratively as a team.
- Staff offer a warm and caring environment, where children quickly develop good relationships with them, and feel secure. They plan an interesting range of stimulating activities that the children enjoy and learn from both inside and outside.
- The premises and resources are used flexibly, inside all children access the sand area developed in one playroom, taking off their shoes and socks to experience how it feels. Outside they paint the fence with water and large brushes, or dig for treasure in the earth.
- Children have access to drinking water at all times, and staff prompt them to help themselves, particularly in hot weather. Nutritious snacks are provided, such as fruit and breadsticks, which help children develop an understanding of healthy eating. Staff have a good understanding of children's allergies, and are able to deal with any reactions promptly.
- Staff give very good support to children with special educational needs or with English as an additional language. They receive individual attention for planned activities. Parents and staff work together when developing their educational plan. Staff liaise closely with outside agencies, such as Portage, who regularly visit and advise.

- Staff all manage the children's behaviour very well. They develop their confidence and self-esteem through their positive and cheerful handling. They highlight good behaviour, such as by telling the children how well they are all sitting with their legs crossed, which encourages all children to do the same. Children behave very well and are polite, and are able to share and take turns.

#### What needs to be improved?

- procedure to inform Ofsted of any serious injury involving staff or children
- equipment, to increase size of construction kits so that children can use in small groups
- fire safety, to adapt fire evacuation procedures to reflect practice, and keep a separate Fire Log Book
- first aid provision, to request written permission from parents for seeking emergency medical advice or treatment
- sickness policy, to include and discuss with parents exclusion of children who are ill or infectious
- child protection policy and procedures, to include National Standards' criteria and the guidelines given in 'What To Do If You're Worried A Child Is Being Abused - Summary'
- Committee's awareness and understanding of the National Standards and Guidance.

#### 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 must take the following actions by the date shown

Std	Action	Date
7	Inform Ofsted of any serious injury involving staff or children	09/06/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
5	Ensure that sufficient quantities of construction equipment are available to meet the needs of children.
12	Increase Committee's awareness and understanding of the National Standards and Guidance.
14	Ensure that all necessary documentation and records relating to day care activities are in place, readily accessible on the premises and available for inspection at all times.

## 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 good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, as well as their physical development, promotes very good progress.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them. They present activities enthusiastically, and the children are keen to participate in them. Staff plan a stimulating environment inside and outside and use resources imaginatively. They interact well with the children, and excellent support is given to children with special needs.

Staff observe the children and assess them against the stepping stones, and use this to develop their next steps in learning. Planning provides for all areas of learning, but requires more detail to ensure delivery of the learning aims, and to support staff in extending activities.

The leadership and management of the preschool is generally good. The newly appointed manager works collaboratively with the committee and her well-motivated staff to further improve the provision. Staff appraisals are carried out and future training needs identified. Systems are in place to help assess and evaluate the provision, and she seeks and acts advice. She is developing systems for sharing information about the curriculum and procedures with parents.

The partnership with parents and carers is generally good. They receive an informative prospectus, and occasional newsletters and letters help keep parents informed of events. Parents learn about their child's progress and activities being provided by talking informally to staff, looking at displays of work, and children take home reading books daily. The newly introduced keyworker meetings with parents are very successful, and they are able to discuss and contribute to their child's records.

### What is being done well?

- Staff use excellent strategies to promote good behaviour and consideration for others. They give clear and consistent boundaries which children understand, and explain the impact of their actions on other children. They provide very good role models with their good humoured, calm and polite approach, and children increase in self-confidence and self-esteem.
- Children with special needs receive excellent support, particularly from the Special Needs Co-ordinator and their keyworker. Staff liaise closely with parents and outside agencies to ensure that suitable activities are provided to promote their development.

- Children's personal, social and emotional development is promoted well. Staff are very sensitive to the needs and moods of the children. They build on their self-esteem and self-confidence throughout their activities, praising and encouraging their efforts. Children are keen to take part in all the activities, and show good levels of concentration.
- Children's physical skills are promoted very effectively with a stimulating range of indoor and outdoor activities.
- Staff use available resources imaginatively to stimulate the children's interest. Climbing frame parts and plastic sheeting are used to help create an indoor sandpit, and toy dinosaurs are provided with a matching play mat to make a shape-recognition activity.

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

- short-term planning to give sufficient detail to show how learning aims are to be provided for, and possible extension activities
- opportunities for children to use writing in various practical play situations indoors and outdoors
- children's use of books to support practical activities and as a source to reference
- use of calculation during daily practical activities
- provision of an increased range of materials for craft activities, and of stimulation by staff helping them think through their craft projects, making suggestions and offering options

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

Generally good progress has been made since the last inspection. Some effective measures have been introduced to encourage and stimulate the children's use of books and mark making, including drawing and painting.

Staff have increased their use of books, reading to children in small and large groups, and children access books independently in the comfortable book corners. All children take a book home to share daily. They make books, and are preparing a concert based on 'Going on a Bear Hunt'. Staff have attended additional training to give them further understanding of how to interest children in books.

There is a table set aside for drawing and painting every day, and children are well supported by staff. Writing materials are provided alongside some role-play activities, such as the shop. Staff demonstrate different uses for writing when making a list of sandwich ingredients, or of things to take on the Teddy Bears' Picnic.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are increasingly confident and develop good self-esteem. They receive caring and good-humoured support, and develop trusting relationships with the staff. Children behave very well, and are polite, share and take turns. They are very interested in the activities on offer, and show interest in others during circle time. They concentrate well at their play, and are increasingly independent. They learn about their community through a range of visitors, such as a travelling farm.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children develop good communication skills, and listen to stories in small and large groups. They enjoy looking at books independently, but are not encouraged to use them as reference tools to support activities. They recall recent stories and events well. Children recognise their names, and some can write them clearly, but writing for a purpose is not extended through a wide range of activities. They are becoming familiar with letter sounds, and some distinguish the initial sounds of words.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to use and recognise number, and some are able to count items accurately up to 10. They play number games and puzzles, and count during various activities. They recognise simple shapes and enjoy constructing models, and describe size and position through activities such as action rhymes. They experiment with weight and volume during cookery activities and playing with sand and water. The potential to develop calculation skills is not exploited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have access to a wide range of natural materials to explore and investigate. They dig up stones in the garden, examine weeds and their roots, and collect insects. Children use kits and recycled materials to construct models, but do not develop these skills sufficiently through discussion and support. They use a computer confidently, and some are able to change the programme independently. They recall events and show interest in others when sharing photographs.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good use of outside, where they are set challenges to develop their physical skills. They balance along planks, dig in the soil, throw balls into a bucket or to each other over a high line. They enjoy participating in action rhymes, moving in a variety of ways, fast and slow. Inside they handle and increasingly control smaller items, such as when pouring drinks from a jug, spreading glue, holding pencils, cutting with scissors, or spreading margarine with a knife.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children recognise colours, and enjoy mixing them together as they hand paint. They have good opportunities to make models and collages, although these can be restricted through lack of stimulation due to limited materials or ideas. They independently and in groups experiment with musical instruments, playing as they sing, and learn to keep a rhythm. They respond to experiences, and describe what they see and feel when mixing playdough, or as they put their bare feet in the cold sand.</p>	

**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**

- improve planning, by giving sufficient detail in short term plans to show how learning aims are to be provided for, and possible extension activities
- provide opportunities for children to use writing in various practical play situations indoors and outdoors
- promote use of calculation during daily practical activities
- support children's craft activities through provision of an increased range of materials, and provide stimulation when necessary by helping them think through their craft projects, making suggestions and offering options

*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.*