



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 256794

DfES Number: 581594

### INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Sally Ann Hubbard

### SETTING DETAILS

Day Care Type	Full Day Care, Sessional Day Care
Setting Name	Noahs Ark Pre-School
Setting Address	Loxley Community Centre Lincoln Road, Werrington Peterborough Cambs PE4 5BW

### REGISTERED PROVIDER DETAILS

Name	The Committee of Noahs Ark Pre-School Committee 1036086
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### ORGANISATION DETAILS

Name	Noahs Ark Pre-School Committee
Address	Loxley Community Centre Lincoln Road, Werrington Peterborough Cambs PE4 5BW

## 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

Noahs Ark Pre-school opened in 1987 and is run by a committee of parents. It operates from the Loxley centre in Werrington, which is on the outskirts of Peterborough. The pre-school have use of the whole building including the fully enclosed outside play area. A maximum of 34 children may attend the pre-school at any one time. The pre-school is open 09:00 until 15:00 Monday to Friday and children can attend a variety of sessions within these times, either 09:00 until 11:30 or 12:30 daily and 11:30 or 12:30 until 15:00 daily, during term times only.

There are currently 37 children from 2 to 5 years on roll. Of these 20 children receive funding for nursery education. Children attend from the local area. The setting currently supports a number of children who speak English as an additional language but there are none attending with special educational needs.

The pre-school employs five staff. Four of the staff, including the supervisor, hold appropriate early years qualifications, one is working towards a qualification.

The setting receives support from a Pedagogical Support Worker and Childcare Advisor from the Sure Start Strategic Partnership. The pre-school has been assessed as part of the Peterborough framework for quality scheme.

### How good is the Day Care?

Noahs Ark Pre-school provides good quality care for children aged two to five years.

The pre-school has effective procedures in place to ensure that all adults are suitable to care for children. Staff are appropriately qualified and effectively organise space and resources to provide a stimulating environment. The premises are safe and secure and the room is made very welcoming and attractive for children. Children access a very good range of resources and equipment. Staff ensure these are suitable and conform to safety standards. All appropriate records are kept.

Staff promote safety well within the setting and supervise children at all times, to

keep them safe and prevent accidents. Staff promote good health and hygiene with children and take positive steps to prevent the spread of infection. Children are provided with a choice of healthy snacks and drinks. A clear policy is in place for child protection and staff are aware of referral routes and who to contact if they suspect a child is being abused.

Children are provided with an outstanding range of exciting and stimulating activities that are well planned and implemented by staff. These help children make good progress in all areas of development. Staff give children excellent support helping them to develop and extend their play effectively. They are sensitive to children's individual needs and have resources available that positively reflect equal opportunities. Staff have training regarding special educational needs and would ensure they could meet the needs of all children. They are calm, give praise and manage children's behaviour consistently and positively, rules are reinforced and children given explanations.

Staff have strong relationships with parents and work closely with them. Parents are provided with a handbook giving details about the provision and curriculum. An Ofsted complaint leaflet is displayed but their own procedure is not easily available to parents.

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

There were no actions imposed at the last inspection.

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

- Staff organise space and resources very effectively to provide an inviting, exciting and stimulating environment in which children play, learn and have fun. They are well qualified and experienced.
- Children are provided with an outstanding range of high quality activities. Staff work and interact very effectively with children helping them to make good progress in all areas of development.
- Staff and children relate well to each other and children are confident, settled, relaxed and enjoying their play and involvement in activities.
- Strong relationships are in place with parents who are provided with good information. Staff work closely in partnership with parents to meet children's needs and help them develop.

#### **An aspect of outstanding practice:**

Staff make excellent use of the outside area to enhance the learning opportunities provided for children. They are able to develop their physical skills using the large apparatus, balls, bats, hoops and trampoline. They have very good activities to help them develop their imagination, from fantasy sand play to the role play area and they initiate imaginative role play, which is well supported by adults. They investigate outdoors, looking for mini beasts with magnifiers and studying their characteristics. Music play is also readily available outside and children move freely, dance and do actions to the songs spontaneously. Children construct channels and runs for cars

with guttering, investigating how fast they travel. They use their creative skills such as drawing on the whiteboard and chalking on the paving. The outside area is available to children the whole year round, throughout the session and sometimes it is used when it rains.

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

- the availability of the groups own complaints procedure for parents.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **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
12	Make the group's complaints procedure available to parents.

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

### **How effective is the nursery education?**

The provision for nursery education at Noahs Ark Pre-school is good. It enables children to make very good progress towards the early learning goals in all other areas of learning.

The quality of teaching is very good. Staff demonstrate an outstanding knowledge and understanding of the Foundation Stage and use this extremely skilfully when implementing activities and supporting children. There is excellent use of discussion with children and staff and are adept at utilising every learning opportunity. The curriculum is planned to include all areas of learning and staff achieve a balance across the stepping-stones. Staff have consistent expectations of children, provide very good role models for their behaviour and give them clear explanations. Staff show respect towards children and receive this in return. They provide children with an exceptional, stimulating and exciting learning environment and make excellent use of the outdoor area. They make regular assessments of children and use the information gained to plan future activities.

Leadership and management is very good. The staff team work extremely well together, have clearly identified roles and responsibilities, and know what is expected of them. Staff and committee monitor the provision, evaluate plans, and regularly appraise staff and sessions. The management committee and staff are always looking to improve the already high quality care and education they provide.

Partnerships with parents is very good. They are provided with good quality information about the pre-school and the provision for nursery education, in the form of a handbook. They have regular opportunities to discuss their children's achievements. Parents are involved in children's learning and the regular progress reports made are shared with them so that they can make comments. They give very positive comments about the pre-school and how the staff are friendly and approachable.

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

- Staff plan and provide a wide variety of exciting activities and learning opportunities which help children develop and make very good progress in all areas of learning.
- The quality of teaching is outstanding, staff are very skilled at challenging children, asking them questions, making them think about what they are doing also enabling them to demonstrate what they know.
- Staff have formed excellent relationships with children and know individual children well. This enables children to feel confident and well settled into the pre-school ensuring they are happy, have fun and learn.

- Partnerships with parents are very good. Staff communicate effectively with parents who appreciate having daily opportunities to discuss their children. They are provided with good quality information about the pre-school and are encouraged to become involved.

**What needs to be improved?**

- the provision for alternative, indoor physical activities when the outside area is not able to be used.

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

The pre-school have made very good progress since the last inspection. They were given one point for consideration which was to continue to improve upon the practices in place to evaluate each session and identify how children will be extended, challenged and supported through the well planned activities. Staff are very skilled and competently challenge and extend children. This is evident throughout the inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, well settled and enjoying themselves, often laughing while playing. They have excellent relationships with adults and their peers, playing together for sustained periods. They share and take turns with equipment, activities and games. Children behave well, are respectful, showing care and concern. They can be independent when selecting activities. Children develop an understanding of their own beliefs and those of others by sharing special events and celebrations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use effective communication skills and show good use of vocabulary. They listen at group times and some confidently participate. Children are able to think and reflect on past experiences with photos to remind them. There are examples of print all around the room and children have very good opportunities to make marks in everyday play, understanding writing has meaning. There is a strong emphasis on sharing stories, they know about the title and author and handle books carefully.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count and use number at every opportunity through the everyday routine and with specific activities. Mathematical puzzles and resources are used skilfully to help children develop mathematical language and ideas. They are introduced to simple calculation in a practical and meaningful way making it fun and enjoyable. They can weigh, pour and measure, with staff making excellent use of spontaneous learning opportunities. They learn about shapes and can recognise and name them.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate a very wide variety of items and objects, such as how paint feels on their hands as they finger paint and what the dough feels and smells like. Children make visits to the local area, sometimes using the bus to go to the library. They show excitement and wonder as they rush to show others the bugs they have found. Children discuss past events giving them an understanding of time and learn about change over time by growing seeds. Children learn about and use ICT.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move very confidently with good control and co-ordination. They have excellent opportunities to use the outside area to develop their physical skills, using a range of different body parts, including balancing and climbing. They plan and make routes using the train track and equipment sharing and showing they are aware of others and space. Children learn about health and bodily awareness through daily activities and routines. They are introduced to the language of manipulation.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children can explore colour texture and shape and can use their senses throughout the session, for example, feeling paint and smelly dough. Children are well supported as they explore paint and mix the colours. They use their imaginations well in art, music, dance and especially in role-play. They have good opportunities to explore sound playing different musical instruments and they can match movements to the music. Children effectively express and communicate their ideas in a variety of ways.

**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 but consideration should be given to the following:
- providing alternative, indoor physical activities when the outside area is not able to be used.

*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.*