



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY277774

DfES Number: 512000

### INSPECTION DETAILS

Inspection Date 03/03/2005  
Inspector Name Nikki Whinton

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Noah's Ark Pre-School  
Setting Address Princecroft Lane  
Warminster  
Wiltshire  
BA12 8NT

### REGISTERED PROVIDER DETAILS

Name Noah's Ark Pre-School 1042547

### ORGANISATION DETAILS

Name Noah's Ark Pre-School  
Address 30 St. Andrews Road  
Warminster  
Wiltshire  
BA12 8ER

## 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 1991. It operates from a mobile classroom in the grounds of Princecroft Primary School in the town of Warminster. A maximum of 22 children may attend the pre-school at any one time. The setting is open each weekday during school term times from 09.00 until 15.00. All children share access to a secure, enclosed outdoor play area.

There are currently 18 children aged from 2 to under 5 years on roll. Of these, eight children receive funding for nursery education. Children attend for a variety of sessions.

The setting employs three staff. All have appropriate early years qualifications.

## 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 provision, which helps children to make generally good progress towards the early learning goals. Personal, social and emotional development, mathematics and physical development are particular strengths of the setting. In these areas, children's progress is very good.

The quality of teaching is generally good. The staff plan and provide stimulating, practical, child centred activities to support children's learning. The assessment programme is not always used effectively and children's musical awareness, early writing and information and communication technology skills are not sufficiently promoted. However, the staff know the children extremely well and have a very positive relationship with them. They are well deployed, act as good role models and support children skilfully in developing their independence, confidence and self esteem.

The leadership and management are generally good. The group greatly benefits from the experience and commitment of the chair, combined with the training and ability of the playleader. The staff work well together as a team. The group undertake regular, written session evaluations, although the assessment programme is not monitored effectively. The group is aware of its' strengths and areas for development. There is a commitment to increasing the quality of the education offered to the children and strategies are starting to be put in place to support improvement.

The partnership with parents and carers has significant weaknesses. Parents are provided with regular, good quality information about the provision. They are not encouraged to contribute to assessment or to become actively involved in their child's learning. Parents are kept advised about their child's academic progress.

### What is being done well?

- The children are confident, independent, well motivated and filled with an enthusiasm to learn. They behave extremely well and have very good relationships with peers and staff. Children demonstrate good self esteem, show good social skills, share resources successfully and are very mature in their understanding of the need to take turns.
- The children use mathematics and mathematical language confidently as part of their play. They count enthusiastically and accurately. They take part in varied, practical, opportunities to develop their awareness of shape, space and measure. Children thoroughly enjoy calculating and solving simple mathematical problems.
- The children take part in stimulating, challenging activities to help promote their large muscle development. They use equipment, tools and materials

safely, whilst demonstrating good coordination and control. They have a very secure understanding of the importance of good hygiene practices taking place as part of the setting routine.

- The staff act as good role models. They know the children extremely well and have a very successful, positive relationship with them. They are well deployed within the provision to support the children in the development of their confidence, independence and self esteem.
- The children have a good range of vocabulary, which they use very confidently when speaking to peers and adults. They are developing their awareness of letter sounds, quickly recognise familiar words in print and enjoy regular opportunities to explore books and to listen to stories.

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

- the staff's programme for monitoring and assessment, to ensure regular, written observations are undertaken on the children across all areas of development and cluster groups. Use the information to complete regular assessments, which are used in the planning of activities to promote individual children's future learning
- the staff's partnership with parents and carers, to ensure parents are encouraged to share with staff what they know about their child, to aid initial and ongoing assessment. Provide opportunities for parents to become actively involved in their child's learning, both within the setting, and at home
- the staff's planning and provision of opportunities for children to raise their musical awareness, increase their information and communication technology skills and to practise and develop their early writing.

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

The group has made very good progress since the last inspection.

As a result of the last inspection, the group was given the following points for consideration;

- . to develop the separate sessions for the four-year-olds, to allow promotion of initiative and decision making
- . to ensure that detailed weekly plans show the educational content of the activities.

Children are able to make decisions for themselves regarding the activities and resources they wish to explore. Some more structured and challenging activities are arranged for the foundation stage children within the group. The staff ensure the attendance of two-year-olds in the pre-school does not have an adverse effect on the quality of teaching offered to the older children. The focused activity sheets compiled by the staff, include the planned learning intents of the activities and their links to the areas of development and early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic, confident and interested in learning. Children concentrate extremely well when listening to others, such as during news and story times. They patiently wait their turn before enthusiastically sharing their news, such as 'I listen to music in my sister's room' or 'Grampy is at his house'. They have good social skills, asking their peers politely, 'Excuse me, may I just borrow it'. They behave well and have formed very positive relationships.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well to express their thoughts, such as a child noticing condensation inside a bag of carrots, 'It looks like rain there. Look spots', or a child telling staff, 'I'm putting my hands under my jeans to keep them warm'. They are learning to distinguish letter sounds and quickly recognise familiar words in print. However, children have limited chances to practise or develop early writing skills and planned activities offer insufficient challenge for more able children.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and accurately, such as when counting peers present or the number of rungs on the climbing frame ladder. They take part in varied practical activities, such as making play dough shapes, completing puzzles and filling different sized containers with sand to increase their awareness of shape, space and measure. Children thoroughly enjoy calculating and enthusiastically solve simple, practical, mathematical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Through visits including the library and Tesco's children are learning about the local area. By welcoming meaningful visitors to the group, such as animals from Longleat, musicians and a diver, children are increasing their awareness of the wider world. They enjoy building with construction toys and take part in practical activities to raise their awareness of a range of cultures and beliefs. However, children have few planned chances to develop information and communication technology skills.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and freely within the provision, such as when playing in the role play area's sports centre. They show good spatial awareness. Children handle a wide variety of challenging equipment, tools and materials safely, whilst demonstrating good coordination and control. Children have a very good understanding of the importance of good hand washing practices, 'You have germs on your hands'.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore texture, shape, colour, form and space through activities including hand printing, threading, play dough and free drawing. A child spontaneously tells staff, 'I'm trying to make a picture that looks like the apple'. They enjoy using their imagination, such as when in the role play sports centre. Children enthusiastically sing a simple repertoire of songs from memory. However, they rarely take part in planned activities to support the development of their musical awareness.

**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**

- develop the programme for monitoring and assessment, to ensure regular, written observations are undertaken on the children across all areas of development and cluster groups. Use the information to complete regular assessments, which are used in the planning of activities to promote individual children's future learning
- improve the partnership with parents and carers, to ensure parents are encouraged to share with staff what they know about their child, to aid initial and ongoing assessment. Provide opportunities for parents to become actively involved in their child's learning, both within the setting and at home
- develop the planning and provision of opportunities for children to raise their musical awareness, increase their information and communication technology skills and to practise and develop their early writing.

*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.*