



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY269481

DfES Number:

INSPECTION DETAILS

Inspection Date	12/05/2004
Inspector Name	Lesley Jane Bott

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Noah's Ark Nursery
Setting Address	The Old School Wharf Lane, Brewood Stafford Staffordshire ST19 9BG

REGISTERED PROVIDER DETAILS

Name	Mrs Stephanie Burns
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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 Nursery opened in 2003. It operates from the old school building within the grounds of St Mary's Church close to the centre of Brewood village in South Staffordshire. The nursery serves the local area.

There are currently 22 children aged from 2 to 8 years on roll. Children attend for a variety of sessions. This includes 7 funded 3-year-olds and 1 funded 4-year-old.

The nursery opens five days a week during school term times. Sessions are from 09:00 until 13:00, 13:00 until 15:15 and 15:15 - 18:00 which includes the Out of School Club.

Four staff work with the children, one full time and three part time. Over half the staff have early years qualifications to NVQ 2. One staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Noah's Ark Nursery provides satisfactory care for children.

The setting is safe, clean and tidy. Children have clear routines that help them feel secure and give them opportunity to extend their personal independence. Safety is emphasised at all times.

A good range of toys and equipment for two-five years is available. The children can access toys themselves and daily routines include child and adult led play, however the group needs to extend and develop activities on promoting positive images within culture and equal opportunities. Older children need to be extended with more age appropriate resources. Staff know the children well and are aware of their individual needs.

Good hygiene procedures are in place with the children and they are encouraged to

wash hands before snack and food time and after playing outside.

Relationships are very good with parents and the nursery has a friendly approach. Children are very happy and settled. Further development is needed on the policy for lost or uncollected children and medication records. The complaints procedure needs to be available for parents and Ofsted's name and address included. Behaviour procedures need to be addressed to ensure staff have a consistent approach to disruptive behaviour. Staff are good role models and have a very positive attitude and language towards the children.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Good use of space, including frequent use of outside playground for children to access activities.
- The room is laid out to allow children easy access to toys and equipment.
- Children are given opportunity to develop their personal independence including snack time.
- A high priority is given to the condition and safety of equipment, procedures for fire safety and the security of the premises. Safety issues are discussed with older children.

What needs to be improved?

- range of equipment and resources for equal opportunity and anti discriminatory practice to be extended
- medication records and consent forms to be signed by parents
- behaviour management policy to be adhered to and strategies are developed to manage disruptive behaviour
- Ofsted's name and address to be included on complaints procedure
- extend range of toys and equipment to cover older children's development in Out of School Club.

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
2	Develop and implement procedure for lost or uncollected children.	01/06/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	Provide a suitable range of toys and activities, in order to meet the developmental needs of children attending Out of School Club.
7	Obtain written permission from parents before administering medication to children and keep a written record, signed by parents, of medicines given to children.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
12	Make available to parents a written statement that provides details of the procedure to be followed if they have a complaint including Ofsted's address details.

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

How effective is the nursery education?

Noah's Ark Nursery offers good quality provision overall which helps children make generally good progress towards the Early Learning Goals. Children make very good progress in knowledge and understanding of the world, physical and creative development and generally good progress in personal, social and emotional development, communication, language and literacy and mathematical development.

Teaching is generally good. Staff are currently developing knowledge of the foundation stage to help them evaluate and monitor children's progress. A variety of practical activities are planned for in and out of doors. Staff question and challenge children to develop their thinking and learning skills during planned and spontaneous activities. Behaviour management of older disruptive children needs to be addressed through organisation of group activities to extend and challenge older and more able children.

Leadership and management of the nursery is generally good. Staff work well together as a team and the manager supports staff well. Systems still need to be put into place for identifying and addressing training needs and appraisal of staff to address the strengths and weaknesses of the practice of the nursery.

Partnership with parents is generally good. Parents are kept informed of their children's activities and forthcoming topics verbally at the end of the day and regular newsletters. No formal procedure is in place to inform parents on their child's progress towards the Early Learning Goals or achievements.

What is being done well?

- Staff work well together as a team to provide a warm, friendly environment providing an interesting range of activities.
- Children are becoming increasingly independent and able to take care of their own personal needs.
- Relationships between children and staff are good. Children are developing self-confidence and are keen to learn.

What needs to be improved?

- improve resources in respect of equal opportunities to ensure children have opportunity to experience different cultures
- the use of routine times to develop and reinforce mathematical learning
- opportunity for children to recognise their own name and develop their writing skills

- behaviour management to be addressed in respect of disruptive children
- organisation of routine times to ensure sufficient interest and challenge is set to all children.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, motivated and interested to learn. They willingly try new activities and work well together as a team. Children have good relationships with staff and each other. Children behave well but do not always understand right from wrong. Older children show independence when selecting resources. Younger children show an increasing level of confidence with their personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children interact, listen and readily respond to each other and staff. Older children use descriptive language to express feelings, whilst younger children discuss elements of stories. Children respond to sound prompts and are beginning to recognise their own name. Younger children are beginning to copy and make marks on paper. Opportunities for children to see their name in print are limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use and understand numbers up to 10 and use appropriate language to compare numbers. Children are able to recognise and name shapes and patterns, however children were not allowed to develop their calculation and counting was not being reinforced during routine and everyday activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children use all senses to explore. They build and construct a range of objects and materials. All children competently use the computer to support their learning. Children talk about their environment and changes in the weather. Younger children are increasing in confidence when asking questions.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently with control and co-ordination. They all have a sense of space and are aware of the importance of staying healthy. Children use indoor and outdoor equipment on a daily basis with confidence and enjoy physical play and Spanish dancing once a week. Children have opportunities to find out about their local environment and the world around them.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children excitedly explore different textures, shape and form and enjoy singing. All children are able to sing songs from memory and readily respond to rhythm and movement in dance. The children play well imaginatively, they organise their own games and freely express ideas. Outside play is part of everyday activity and children enjoy playing outside.	
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

- Key Issues;-
- Evaluate and improve the use of daily routines to consolidate the children's mathematical development.
- Evaluate and review behaviour policy to ensure consistent approach when children are disruptive.

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.