



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253124

DfES Number: 513183

INSPECTION DETAILS

Inspection Date 26/05/2004
Inspector Name Sue Carrington

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Noah's Ark Playgroup
Setting Address Church Hill
Kimberley
Nottingham
Nottinghamshire
NG16 2HY

REGISTERED PROVIDER DETAILS

Name Noah's Ark Playgroup 1024151

ORGANISATION DETAILS

Name Noah's Ark Playgroup
Address Church Hill
Kimberley
Nottingham
Nottinghamshire
NG16 2HY

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 Playgroup was registered in 1992. It is a parent committee-run child-care provision and operates from the Holy Trinity Church Hall situated in the urban area of Kimberley. There is access to an outside play area. Children attend from both the local area and the surrounding towns and villages.

The playgroup is open during term time only. They operate Monday-Friday between 09:15 and 11:45. The setting also operates a lunch club everyday

between 11:45 and 13:15 for up to ten children. They currently have 36 children on the register including 10 three-year-olds and 7 four-year-olds. Systems are in place to support children with special educational needs and children who speak English as an additional language.

Seven staff members work with the children, one on a full-time basis and the others part-time. Five staff have childcare qualifications. The setting receives support from the Nottinghamshire Early Years Development Partnership.

How good is the Day Care?

Noah's Ark Playgroup provides good quality care for the children. Most of the staff team have child care qualifications. They continually increase their knowledge in child care by attending additional training courses. They work well together to provide a stimulating environment for the children.

The wide range of equipment and play materials are suitable for children's stage of development. They include items reflecting different cultures and lifestyles. Effective use of available space enables all children to access appropriate activities of their choosing. Staff ensure a safe and comfortable environment and daily recorded checks are carried out to ensure this is maintained at all times. Child protection procedures are in place. They generally provide suitable standards of hygiene. The sick child policy does not include the procedure if a child becomes ill in the setting. Toys and equipment are well-maintained. Documentation is suitably recorded. Staff

skilfully support children with special needs.

Activities and play opportunities to support children's learning are planned and provided, however, the challenge for some children is not consistent in both rooms. Staff interact well with the children and encourage their progress. They manage children's behaviour in a very positive way and encourage children's self-esteem and confidence by praise and encouragement. A snack and drink are provided at all sessions.

Staff work well with parents, they exchange daily information about the care of the children to ensure their needs are met. Parents are informed about the aims of the playgroup and the policies and procedures are available to parents at all times.

What has improved since the last inspection?

Since the last inspection the playgroup have addressed the following actions; ensured there is a procedure in place for checking that all staff and volunteers are suitable both mentally and physically to care for children, provided Ofsted with an action plan with time scales detailing how they intended to ensure that 50% of staff hold a level 2 qualification and that the deputy is suitably qualified to take charge in the absence of the manager. They have developed an operational plan, ensured there is a system in place for registering children and staff attendance on a sessional basis showing times of arrival and departure and ensured they complying with Environmental Health regulations.

They have procedures for emergency evacuation of the building which is known to all staff and fire drills are carried out and recorded periodically, devised operational procedures for the safe conduct of children on any outings provided, ensured that the written complaints procedure contains the address and telephone number of Ofsted, and a record of complaints is maintained, and included in the admission policy is the age of the children who attend. Now these actions have been met, it ensures a safer and more efficient management of the provision.

The sick children policy still does not include the procedure for contacting parents or another adult designated by the parent if a child becomes ill whilst in the playgroup. This is carried forward from this inspection.

What is being done well?

- The setting has a wide range of equipment to promote children's learning and development. It is all colourful, clean and well maintained. The broad selection of physical play equipment ensures the children have fun whilst developing their skills.
- Staff ensure the premises are very safe and secure, they are vigilant in carrying out a check before the children's arrival to maintain their safety. This is recorded so that the management and staff are sure it has occurred. A vigorous procedure is in place for checking that children are only collected by authorised people.

- The playgroup are proactive in ensuring that appropriate action is taken when a child with special needs is admitted into the provision. Appropriate steps are taken to promote their welfare and development and they work well with parents and other relevant parties to meet the child's individual need.

What needs to be improved?

- the challenge of the activities and play opportunities, ensuring they are consistently provided in both rooms to extend individual children's capabilities in all areas of development
- policies ensuring that there is a procedures for contacting parents or another adult designated by the parent if a child becomes ill whilst in the playgroup.

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
3	Ensure that activities and play opportunities are consistently challenging in both rooms to extend individual childrens' capabilities in all areas of their development.
7	Devise and implement a procedure for contacting parents or another adult designated by the parent if a child becomes ill whilst in the playgroup.

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

How effective is the nursery education?

Noahs Ark Playgroup provides good quality nursery education where children make generally good progress towards the early learning goals. The playgroup offers a happy, stimulating environment where children learn through a range of activities.

Teaching is generally good. The staff team work well together and build good relationships with the children. Staff have a sound knowledge of the Foundation Stage and this enables them to plan a suitable curriculum to support all areas of learning. Staff carry out regular assessments on the children which is linked to the planning, but the activities provided in both rooms do not always consistently link to individual childrens' stages of development. Children's behaviour is managed positively. Systems are in place to provide suitable support for both children with special educational needs and for children who speak English as an additional language.

Leadership and management are generally good with a clearly defined organisational structure and staff responsibilities. Staff and committee are open to new ideas and show a commitment to on-going development. Internal systems such as committee and staff meetings and links with external advisors help the playgroup to monitor and review its provision.

The partnership with parents is generally good. They are informed about the playgroup and its educational provision through a welcome leaflet and information available on the notice board. Parents of four-year-old children take part in a book share scheme and all parents are aware of the learning objectives each week. Parents have daily opportunities to exchange information verbally with staff and are aware that developmental records are kept. Strategies for parents and carers to be kept informed of the children's attainment and progress, for them to share their observations of children's learning at home or for parents to fully understand the Foundation Stage, are not totally effective.

What is being done well?

- Children are learning to be independent as they wash beakers after snack and dress themselves in the home corner. They select activities for themselves from the wide variety presented for them each session. They are showing a developing sense of community and caring for others.
- Children access a wide variety of both free-play and planned opportunities for physical and energetic play at every session. They are developing good small and large muscle skills through a very good range of resources and activities.
- Children have many opportunities to use their imagination in the home corner, and playing with activities including the zoo, dolls house, train set and garage. They dress up with enthusiasm adopting different roles as they play.

The climbing frame offers many learning opportunities and is used as a trigger for their imagination as it becomes a veterinary surgery or a castle to enhance their play.

What needs to be improved?

- consistency in children's learning in both rooms, ensuring that the activities provided are sufficiently challenging and match each individual child's stage of development enabling them to progress
- strategies for parents and carers to be kept informed of the children's attainment and progress and for them to share their observations of children's learning at home. Further steps must be taken to help parents understand the Foundation Stage and the early learning goals.

What has improved since the last inspection?

Generally good progress has been made in addressing the key issue from the last nursery education inspection in 2000.

They were asked to continue to develop teacher's planning procedures to make them more manageable and less time consuming to complete. Introduce ways of ensuring all staff understood the planning procedures and to continue to link planning to assessment procedures to ensure the children continue to progress in all areas.

New planning procedures have been devised which are more manageable. Although all staff were involved in the planning procedure until a year ago, because of restraints of funding, this is now carried out only by the person in charge and the deputy. All staff share information about their key children from the assessments they carry out and this information is used for future planning to ensure activities are linked to each individual child's needs. Although this takes place, the activities are not always consistently challenging for each child and the key issue is carried forward in part, from this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing effective relationships with staff. They are confident and motivated to learn. They select resources and activities independently and wash beakers after snack time. Children show care and concern for others, one 4-year-old helping another to write his name. They are developing their understanding of diverse cultures and beliefs through planned topics such as Chinese New Year. Children behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident speakers and use language to share their thoughts and ideas during play. Children enjoy stories read by staff and demonstrate early reading skills by handling books correctly and some can recognise their names. All children make meaningful marks within their play. Some older children form letters, their names and words, such as copying an address onto an envelope.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

All children are beginning to count confidently in their play and recognise numerals on the displays and on puzzles. Children sort, sequence, match and make patterns at a variety of planned activities. They recognise simple shapes. Children sing number rhymes adding and subtracting the currant buns and speckled frogs with enthusiasm. Some planned activities are used to help children solve simple mathematical problems, they draw around their feet, cut them out and arrange them in order of size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy growing cress, they watch changing seasons by exploring the local environment. They investigate change such as mixing corn flour and bread. Children use the computer and tape recorders with skill. They have opportunities to build with a variety of construction toys. They learn about other countries and have celebrated Australia Day. Children discuss their lives and families and have brought in photographs of themselves as babies and compared them to how they are now.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are adept at using a good range of both large and small equipment. They learn to pedal wheeled toys, developing their control and co-ordination well. With adult support they they learn to roll, climb and balance successfully. Children's manipulative skills are being suitably developed through using pencils, threading beads, scissors and handling cellotape. Children are learning to keep themselves healthy by wearing sun hats out of doors to protect them.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use paint and different materials to create their own pictures. They enjoy singing and are successfully learning songs from memory. They enthusiastically accompany songs with a range of musical instruments. They build 2 and 3 D models with junk materials. Children use their imagination well through a range of experiences; role-play, construction toys and playing with small-world families. The climbing frame became a variety of scenarios to foster the children's imagination and creativity

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

- Ensure consistency in children's learning in both rooms, and that the activities and play opportunities provided are sufficiently challenging and match each individual child's stage of development, enabling them to progress.
- Continue to devise more formal strategies for parents and carers to be kept informed of the children's attainment and progress and for them to share their observations of children's learning at home. Take further steps to help parents understand the foundation stage and the early learning goals.

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.