



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 131822

DfES Number: 532958

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Christine Stimson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name NOAH'S ARK PRE SCHOOL
Setting Address 401-403 Ewell Road
Surbiton
Surrey
KT6 7DG

REGISTERED PROVIDER DETAILS

Name Noah's Ark Pre-School Management Committee

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

The Noah's Ark Pre-School Nursery has been open since January 2000 and is run by a management committee. It is held in purpose built bungalow on the grounds of Our Lady Immaculate Church in Tolworth. The premises are within easy reach of local buses, schools, parks and a main line station. Children have access to two interconnected rooms, two toilets, and outside play area.

The group opens five days a week from Monday to Friday, term time only. It operates separate morning and afternoon sessions, with up to 18 children attending each session. Older children attend the morning sessions, and younger children attend the afternoon sessions. There are currently 42 children from 2.6 months to 5 years on roll. This includes 28 funded 3-year olds and 2 funded 4-year olds.

Activities and themes are planned in relation to the early years curriculum. The setting currently supports two children who have English as an additional language, and has supported children with special educational needs in the past; none are attending at present.

Seven part time staff work with the children; all of them have early years childcare qualifications. The setting has received support from the local EYDCP and the local authority inclusion officer.

How good is the Day Care?

Noah's Ark pre-school provide satisfactory care for children. All staff hold childcare qualifications, embrace training opportunities and are caring and supportive to children. Premises are maintained in a clean and secure manner. There is a wide range of toys for children to access, and they are maintained in very good condition. Staff organise the rooms and the outdoor area to ensure children have opportunities to participate in active and relaxing play. The group maintains regulatory documentation, but some of their policies are not in line with the national standards and are not available to parents.

Staff pay close attention to the safety of children and regular risk assessments are conducted on the premises. At present the medication policy is limited to staff not giving any medication to children, and does not include procedures to be followed for children who need inhalers or technical medical procedures. All staff hold first aid qualifications and will maintain these later in the year. Children have healthy snacks and drinks provided for them during the session and all individual needs are taken into account. Many staff have undertaken child protection training, but the group's statement for child protection has not been made available to parents.

Children participate in a variety of activities that are planned by staff, and which incorporate the six areas in the foundation stage of learning. All children are included in activities and staff have experience in caring for children with special needs. The group have clear procedures and behaviour boundaries that are understood by parents and children, but the behaviour management statement does not include procedures to be followed in the case of bullying incidents.

The group develops professional and friendly relationships with parents who are kept informed of their child's progress through meetings and reports organised by key workers and the leaders of the setting.

What has improved since the last inspection?

At the last inspection the group agreed to revise their recruitment procedure, devise systems to record children and staff arrival and departure times, request parental permission to seek medical treatment in an emergency and to revise their sick child policy. All these actions have been met, but times of arrival and departure for staff is occasionally overlooked and not recorded.

The group were also asked to ensure fire precautions were undertaken and they have now labelled the fire exits, made fire fighting equipment in both rooms available and installed two smoke alarms.

They were requested to keep confidential written records of medication and accidents, and to ensure staff had appropriate training to administer medication that required medical and technical knowledge. All staff have attended first aid training and three staff have had training for Epi-pens. A medication book is available but has no entries; parents are requested to return to the setting to administer medicine to their children. An accident book is maintained in a confidential manner.

The group were asked to, and have, increased their resources that reflect people from different cultures and of all abilities. They were also asked to keep parents informed of their child's development and this is now done through twice yearly parents meetings, progress reports and daily informal chats with parents. They were asked to ensure confidentiality was maintained and to review their child protection procedures. The group now have a confidentiality policy that is read and signed by all staff, and their child protection policy has been revised and includes procedures to be adopted that are in line with the London child protection committee procedures.

What is being done well?

- All staff embrace training opportunities and hold early years childcare qualifications. They are caring and supportive, and act as good role models to the children, leading by example.
- Children are provided with an interesting and stimulating balance of activities, allowing for active play and relaxation. Children are eager to participate in these activities and are free to select resources for themselves. They particularly enjoy the home corner that is regularly transformed into a variety of settings such as a hairdressers, the dentist, a hospital and an office.
- Space is organised to meet requirements and used appropriately and creatively. Children's art work decorates the walls and doors and the outside area has been well thought out to provide a stimulating outside learning area.
- Toys and equipment are stimulating, fun, interesting and provide sufficient challenge.
- The premises are secure and there are effective systems in place for the safe arrival and collection of children. The doors are locked as soon as all the children have arrived and the keys kept accessible.
- All staff hold a first aid qualification.
- Children are provided with healthy nutritious snacks and drinks. They help to serve the fruit to each other using a system of special helpers at each session.
- Resources are used which reflect positive images of culture, ethnicity, gender and disability.
- Good behaviour is valued and encouraged. Staff do not raise their voices, but talk calmly to children about inappropriate behaviour, always getting down to their eye level. They use positive reinforcement and distraction and children respond by being well behaved and considerate to staff and each other.
- Regulatory documentation is maintained in a confidential manner and there are effective arrangements in place for sharing records with parents to keep them well informed of their child's development.

What needs to be improved?

- staffs attention to recording their daily hours of attendance.
- the medication policy relating to inhalers and medication that requires technical knowledge, and making the policy available to parents.
- a policy that relates to no smoking on the premises.
- the procedures to be followed in the event of bullying incidents.
- sharing plans of activities with parents.
- detailing the name, address and contact number of the regulator on the complaints procedure and making it available to parents.

- the child protection statement being available to parents.

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

Std	Recommendation
2	ensure the staff register is updated daily with the hours of attendance.
7	ensure the policy relating to the administration of medicine is shared with parents, and includes details with regard to the use of inhalers and other technical medical procedures.
7	devise a policy, that is shared with parents, relating to no smoking on the premises.
11	ensure the behaviour management statement includes a procedure to be followed in the case of bullying incidents.
12	ensure the complaints procedure is updated with the name, address and contact number of the regulator, and is made available to parents and ensure plans of activities are shared with parents
13	ensure the child protection statement is shared with parents

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 generally good -quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provisions for their communication, language and literacy and knowledge and understanding of the world, is well-planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them. They organise the indoor and outdoor space and resources to create a rich learning environment for funded children. Staff plan a range of stimulating and challenging activities. However, staff focus their observations on the main planned activity of the day, and do not extend observations to other activities where children are achieving.

Staff implement individual education plans. These are used as evidence to identify and support children with special needs. Group activities are well presented and interactive, but are not always extended to provide sufficient challenge, particular in aspects of mathematics and creative development.

Staff assess children's learning against the stepping stones and early learning goals. However, written plans do not show the learning experiences staff will provide to move children on to the next step of learning. They keep records of children's progress to share with parents.

The leadership and management of the pre-school are generally good. Joint leaders share responsibility for internal staff training. They are committed to the care and education of young children. The weakness in planning and teaching has been identified, but there are no measures in place to address them.

The partnership with parents and carers is generally good. Parents receive information about their children's progress. Parents are encouraged to help on outings, but are not invited to share their skills and knowledge.

What is being done well?

- The development of children's confidence is fostered by staff interest in them, and children are well behaved interested and motivated to learn. They sit quietly and concentrate when appropriate and show respect for the teachers and each other.
- Children use descriptive language to explain what they see, hear and feel and are encourage to write for a variety of purpose. They enjoy looking at books and have an understanding that print carry meaning.

What needs to be improved?

- the attention given to increasing children's independence
- extending children's mathematical language and knowledge
- the accessibility and use of musical instruments and the opportunities to match music to movement.
- planning for the next steps of learning and observation of children's progress
- the monitoring and evaluation on of the quality of planning and teaching

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children select resources independently and are well behaved and form good relationship with peers and staff. They play co-operatively together and have the confidence to speak in a familiar group. Children show consideration towards each other. Their independence is not fostered during snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language to negotiate and express their thoughts and feelings with confidence. Children recognise their names in print and four year olds use their emergent skills to write for a variety of purpose. They show respect for books, listen with enjoyment and contribute enthusiastically during story time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make good use of the many opportunities to help them count up to fifteen and recognise numbers up to ten. Their understanding of numbers is reinforced as they play in the garden parking bikes in numbered bays. During circle times children explore subtraction by singing songs such as ten fat sausages. Children spend less time using mathematical language to compare quantity and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore the life cycles of plants and animals. They participate enthusiastically during a planting activity. Children carefully make models using junk, wooden and plastic construction sets. They join materials using glue and different sticking tapes. A computer is available for children to use and they are able to perform simple functions. A map of the world and tasting food from other countries extend children's awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Outdoors, children ride bikes and manoeuvre cars with precision. They balance along planks; squeeze themselves through caterpillar tunnel and travel around and through with confidence. Children show awareness to health and the effects of the environment on their bodies. For example they help to construct a gazebo to protect themselves from the effects of the sun. Children explore a range of cutting, writing and small world equipment. They limit the use of malleable materials to play dough.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore the effects of dark and light, during an activity of cutting out silhouettes. Staff engage children in experimentation with senses during an "feely box" activity children use their senses to describe their feelings. Children sing simple songs and repeat rhymes, they use their voices to distinguish between loud and soft sounds. Role play activities are varied and interesting. There is no evidence that children match movement to music or have free access to musical instruments.

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 staff's observations and assessments show how children will move to the next stage of learning.
- ensure staff's observations incorporates all the areas of learning where children are achieving in line with 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.