



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 208238

DfES Number: 545161

INSPECTION DETAILS

Inspection Date 10/03/2004
Inspector Name Juliette Jennings

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Noah's Ark Nursery
Setting Address Noah's Ark Nursery
Newport Infants School, Granville Ave
Newport
Shropshire
TF10 7DX

REGISTERED PROVIDER DETAILS

Name The Committee of Noah's Ark Nursery 1085695

ORGANISATION DETAILS

Name Noah's Ark Nursery
Address Newport Infants School
Granville Avenue
Newport
Shropshire
TF10 7DX

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 is located in the grounds of Newport Infants School, in Newport, Shropshire. The nursery occupies part of the school building and maintains strong links with the school.

The group serves the Newport area and is open Monday to Friday from 8:00 until 17:30. Children can access a variety of sessions and follow a routine, which accommodates a mixture of free play and structured activities. An after school care facility is also available. They have access to a small area adjacent to the nursery for outdoor play.

There are eight members of staff who work with the children, five of whom hold suitable early years qualifications. The staff access regular training on early years issues and receive support from a teacher mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Noah's Ark Nursery is providing a good quality and standard of care. Children are supported well to develop and learn in an interesting and child orientated environment, which is well organised and utilises staff efficiently.

Children have access to a range of well planned, age appropriate resources and activities that help them learn and develop, particularly in their physical skills. Staff support children well in planned and free play opportunities by asking questions and listening to what they have to say and are particularly good at praising children in their efforts, displaying children's work and encouraging independence. In addition, staff use appropriate methods for dealing with inappropriate behaviour.

Staff access regular and ongoing training in early years issues and current good practice guidelines and this helps to ensure that children are cared for in a child-orientated and secure environment. Safety within the setting is generally good

and although there were safety issues highlighted at the time of the inspection, these were dealt with efficiently.

Risk assessments, policies and procedures are in place and are constantly being reviewed and updated to ensure that these are working documents. However, the lost child and uncollected child policy should be developed so that they are specific to the setting and comprehensive. The nursery should also look at their procedure for the provision of drinks, specifically to consistently include milk as a choice for children.

The group maintain a positive partnership with parents, with verbal feedback given on a daily basis about their child's development. Staff are continuing to develop ways of informing parents about the curriculum and encouraging them to become more involved in the playgroup. Procedures for accommodating children's individual needs and differences could be further improved so that all children are supported well within the routine.

What has improved since the last inspection?

At the last inspection the nursery was asked to ensure that all staff working in the Out Of School Club were appropriately checked. All staff working have completed appropriate checks and details of these are held on staff files thus ensuring that children are cared for by suitable persons.

In addition, the nursery was asked to provide a range of resources that promote equality of opportunity for children attending the Out Of School Club. The nursery has increased its range of resources, so that all children have access to a good range of resources, which promote equality of opportunity.

What is being done well?

- The organisation of the staff and space is good. Staff are aware of their responsibilities and work well together as a team. The operational plan is reviewed regularly so that it is a working document and reflects what is happening within the setting.
- The planning for play and learning is good, with staff having a good knowledge and understanding of the Foundation Stage. This enables them to provide an extensive range of activities for children which are interesting and exciting.
- Children are supported well in their play and learning. Staff interact well with them, asking questions, talking and listening and taking an interest in what children have to say.
- The activities provided to promote children's physical development are effective. Children have access to an extensive range of resources and equipment, which promote learning in this area and encourage them to move with control and co-ordination.
- The partnership with parents is good, with staff discussing children's progress

on a regular basis and giving daily verbal feedback. Good information is given on a regular basis and a warm and welcoming environment is maintained.

- Appropriate methods for promoting positive behaviour are used by staff. They are aware of children's individual personalities and stages of development, praising the children constantly whilst they play which helps to develop their self-esteem. In addition, staff deal with challenging behaviour well, using techniques such as distraction and discussion.

What needs to be improved?

- the lost and uncollected child procedures so that these documents are comprehensive
- the safety of trailing leads, cords and fluorescent light fittings so that children are safe
- the availability of milk as a choice at snack or meal times
- the procedures for ensuring that children's individual needs and differences are accommodated within the routine.

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
9	Ensure that all children's individual needs and differences are acknowledged and accommodated within the daily routine.
2	Ensure that procedures for lost/uncollected children detail what the nursery will do in this event and include a timescale.
6	Ensure that trailing leads and cords are inaccessible to children.
6	Seek and act on qualified advice regarding the safe use of fluorescent

	light strips.
8	Ensure that children have access to drinks that are healthy and nutritious.

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

How effective is the nursery education?

The effectiveness of the education is generally good. Children are making generally good progress towards most of the early learning goals and very good progress in physical development. The children participate in a variety of opportunities and activities, having time to engage in free play and child-initiated activities to explore and extend their learning, although staff could develop this further so that children make more choices about what they want to do.

The support for children with special needs is generally good. Staff maintain positive professional links with parents and other professionals and the staff work well together to support all children within the setting in an inclusive way. However, the arrangements for supporting children with English as an additional language could be improved.

The teaching is generally good. Staff access regular training and have a good understanding of the Foundation Stage. They are involved in developing detailed written plans, which are used effectively and include evaluations. Observations and assessments directly inform future planning. The staff are actively committed to providing children with a wide range of learning opportunities, with recent changes to the routine implemented to accommodate more time for child-initiated play.

The leadership and management of the setting are very good. There are good procedures for deputising and staff are aware of their roles and responsibilities, which encourages smooth running of the daily routine. Appraisal procedures are in place and staff are given good information to keep them up to date with early years issues. Staff meetings are held regularly.

The partnership with parents is very good. The setting provides the parents with good information about their child's progress on a regular basis. Information from parents is obtained prior to children starting and details about the nursery is available in the form of a prospectus.

What is being done well?

- Planning to ensure that children are making good progress towards the early learning goals works in practice and is well organised. Staff have a good understanding of the Foundation Stage and an awareness of children's development in relation to the stepping stones.
- Management of children's behaviour is positive and encourages their self-esteem. Staff are good at praising the children and supporting them in an interesting and child friendly environment, whilst dealing with challenging behaviour appropriately.

- The arrangements for supporting children to access physical activities are effective. The use of the available resources and space enables children to develop their physical skills well.
- The partnership with parents is very good, with staff discussing children's progress on a regular basis and giving daily verbal feedback. Good information is given on a regular basis and a warm and welcoming environment is maintained.
- Staff's commitment to providing a wide variety of resources and activities is good. They support children well, work directly with them to help extend their learning and look closely at the routine to ensure that they are helping children develop well.
- The availability and use of books is good. Children access them with enjoyment and staff use them well as a starting point for an activity. Children's own work is valued, used within resources and displayed well.

What needs to be improved?

- the use of available resources within the routine, specifically information technology/programmable toys, resources to support early writing skills and imaginative use of the outdoor area to extend children's learning in all areas of development
- the opportunities for children to make independent choices about what they want to do within child-initiated activities
- the use of appropriate methods, techniques and resources to enable children with English as an additional language to make good progress.

What has improved since the last inspection?

There has been very good improvement since the last inspection. The nursery were asked to look at the grouping of children to ensure that they are fully supported during some activities such as registration and story-time, for example, so that younger children particularly, develop their listening and concentration skills more successfully. The nursery has altered its routine and re-structured group times so that children are grouped according to age. Staff effectively plan activities that are age appropriate and interest children and have implemented a child-initiated time where children choose what they will do from a range provided. Children were observed to sit well and concentrate for extended periods of time at this inspection.

In addition, the nursery was asked to provide more challenging opportunities for the older children in order to extend their climbing skills effectively. The nursery use the indoor school hall for physical activities, utilising the apparatus to support the children to extend their climbing skills and develop concepts such as under, over and through as well as balancing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Three and four year olds are becoming confident and are interested to learn, accessing a variety of opportunities provided by staff, although opportunities to choose activities in child initiated play could be further improved. Children are developing their self-confidence and self esteem and are becoming independent. They are beginning to understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and belief.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently, listen and respond in a range of circumstances and situations, although children with English as an additional language could be better supported. They play imaginatively, expressing their thoughts and feelings in role-play. Children are beginning to recognise familiar letters and some can write their own names. They have some opportunities to develop early writing skills in structured activities, but could have more opportunities within child-initiated play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have access to numbers in a variety of formats and use numbers in familiar contexts. Children can count confidently to five and are beginning to count beyond. The children are accessing activities where they can learn about space, shape, measuring and are beginning to understand the concept of more or less. Opportunities to extend their learning using the outdoor area could be improved.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Three and four year olds use the wide range of equipment and resources provided by staff, although exploration and investigation could be further developed using the outdoor area more imaginatively. Children are beginning to use construction toys with meaning, selecting equipment and designing structures. They have opportunities to use everyday technology in structured activities, but less in free play. They talk about events in their lives and are developing a sense of time and place.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children run, walk and use a variety of equipment that helps them develop their physical skills, both indoors and outdoors. Staff provide excellent opportunities for children to increase balancing, jumping and hopping skills. Three and four year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination within a variety of structured and free play opportunities. However, this could be further improved by supporting children to make more choices about what they want to do. They have access to a wide range of materials so that they can begin to explore texture, form and shape. Using the outdoor area more imaginatively could further extend this. Children are beginning to respond using their senses and enjoy music and singing.

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

- There are three key issues:
- Develop and improve the use of available resources within the routine, specifically the availability of information technology and programmable toys, resources to support early writing skills in free play and imaginative use of the outdoor area to support children's learning in all areas of development.
- Continue to increase the opportunities for children to make independent choices about what they want to do within child-initiated times.
- Develop and use appropriate methods, resources and techniques to help children with English as an additional language to progress well.

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.