



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 115281

DfES Number: 517765

### INSPECTION DETAILS

Inspection Date 05/05/2004  
Inspector Name Carol Cox

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Noah's Ark Pre-School Playgroup  
Setting Address Corpus Christi Old Hall  
Ellenborough Park South  
Weston-super-Mare  
Avon  
BS23 1XW

### REGISTERED PROVIDER DETAILS

Name The Committee of Noah's Ark Pre-School Playgroup 1038628

### ORGANISATION DETAILS

Name Noah's Ark Pre-School Playgroup  
Address Corpus Christi Old Hall  
Ellenborough Park South  
Weston-Super-Mare  
Avon  
BS23 1XW

## 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 was established in 1993 and is situated in Corpus Christi Church Hall, Weston- Super- Mare, North Somerset. The accommodation comprises of a large hall and a smaller room, which is shared with other groups in the community. The group has access to it's own fenced garden.

The Pre-school is run by a voluntary committee of parents and serves the local community. It is registered to take up to 20 children each session between the ages of three and five years old. At present there are 48 children on roll, of whom 28 three-year-olds and 12 four-year-olds receive nursery education funding. The setting currently supports a number of children with special needs and who speak English as an additional language. It is open term times from Monday to Thursday from 9.15 until 11.45 and afternoons from 12.25 until 14.55. On Fridays it is open from 9.15 until 11.45.

Six members of staff work with children. Over half the staff have early years qualifications to Level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Noah's Ark Pre-school offers good quality nursery education. Children are making generally good progress towards the early learning goals in most areas of learning and very good progress in personal, social and emotional development, knowledge and understanding of the world and creative development.

Teaching is generally good and staff plan carefully to provide a wide range of learning opportunities through play. All staff participate in planning. Staff observe and assess children's progress linked to stepping stones towards the early learning goals, however, planning and assessments do not yet identify next steps in learning for individual children which limits challenges for more able children.

Activities are both adult led and child initiated and staff support children well, however, reading and writing skills are not always integrated in everyday activities. There is a wide range of interesting resources for children to freely access and use. Staff have good relationships with children and work with them to develop self confidence and good self esteem. Children with special educational needs are supported very well by the special education needs coordinator and staff work closely with other professionals and parents.

Leadership and management is generally good with the staff supported by a committee which fund raises for the group. Staff are well qualified and encouraged to attend training courses. Staff have regular meetings to monitor the progress of the pre-school and are to commence a quality assurance scheme soon. They have regular contact with the Early Years partnership advisory teacher.

Partnership with parents is very good they are given regular informal feedback about their children's progress and parents evenings are held although few parents choose to attend. Parents are pleased with their children's learning and are given clear information about the foundation stage in information about the pre-school.

### What is being done well?

- Planning and use of the role play area and resources to promote creative development is very good.
- Relationships with children are good and staff use a consistent and positive approach to behaviour management, as a consequence children generally behave very well.
- The support offered to children with special needs and English as an additional language through partnership with parents and other professionals is very good.
- Information about the provision and individual children's progress is shared regularly with parents regularly and staff have good relationships with

parents.

- Children have free access to well maintained and interesting resources to support learning.

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

- regular reviews of children's progress to identify next steps in learning for individual children and to inform planning
- further development of planning to include next steps in learning for individual children
- challenges for more able children
- integration of reading and writing skills in everyday activities

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

Staff have made generally good progress since the last inspection. The group has made improvements in all areas identified in the previous inspection report.

At the last inspection the group was asked to provide more opportunities for children to recognise number. Staff now encourage children to recognise numbers in everyday activities, such as 'what is the date today' and there are opportunities for children to recognise numbers in role play.

The group was asked to make the book corner more attractive for children and to provide more opportunities for children to write their own names. The book corner is now comfortable and children enjoy reading books to themselves and others. Opportunities for children to practice writing their names are still limited and there are few examples of children's own writing.

Staff now provide many opportunities for children to be more independent in personal skills, all children are encouraged to take responsibility for personal skills when they are ready, children put on their own coats, choose when they go to the toilet and wash their own hands. The report asked staff to develop targets for children with special education needs. The special education needs coordinator now works closely with parents and others to write individual play plans and individual education plans which are regularly reviewed and new targets set. The group have good relationships with a local opportunity group and play group staff have Makaton skills and experience of working with children with special education needs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and have good self esteem. They are enthusiastic learners and enjoy trying new tastes and experiences. They relate well to each other and to adults. Staff help promote an understanding of turn taking and rules through games which children enjoy. They enjoy talking about their lives and experiences and are beginning to learn that people are different and have different needs. They behave well and enjoy helping staff at clearing up time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children are developing good communication skills using both speech and signs. They enjoy talking their experiences and staff help them extend their vocabulary through games and role play activities. Most children are able to recognise their own names and children enjoy story time and use the book corner by choice. More children would be helped by integrating reading and writing skills into everyday activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to count accurately from zero to nine and to recognise numbers. Some children can count higher and more able children could be further challenged to begin to do simple addition and subtraction. Children are encouraged and supported to use mathematical thinking to solve practical problems. They are able to name shapes, colours and recreate patterns and staff help extend children's learning by using mathematical language and ideas in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good understanding of their own world. They enjoy exploring objects and can explain simple processes. They can describe features of their local environment and more able children are able to talk accurately about past, present and future events. Staff plan themes and topics to help children understand natural processes and visitors talk to children about their jobs and lives. The role play area is used to extend children's understanding of the world and their community.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are developing good skills with large and small equipment and tools. They are aware of others and able to move confidently in limited spaces. They are encouraged to learn about their own health and body needs and understand and can explain why hygiene is important. The outside area is being developed to provide an outdoor classroom and children enjoy a range of physical activities both inside and out.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children enjoy role play, stories, singing and imaginative play. They make up their own stories based on their own experiences. They recreate events using small world toys and enjoy dressing up. Staff provide many opportunities for children to explore their senses and help them develop language to describe sensations. Children enjoy experimenting with a wide range of media, materials and tools.

**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**

- further develop planning to include specific learning targets for individual children to ensure that more able children are sufficiently challenged
- continue to develop assessments of children's learning to identify next steps in learning to inform planning
- integrate early reading and writing skills in everyday activities.

*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.*