

Noah's Ark Pre School Playgroup

Inspection report for early years provision

Unique reference number	103827
Inspection date	29/09/2010
Inspector	Beryl Witheridge
Setting address	Luton Road, Chatham, Kent, ME4 5BT
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Noah's Ark Preschool opened in 1992 and operates from two rooms in a church hall. It is situated in the town of Chatham, Kent. A maximum of 34 children may attend the nursery at any one time. The pre-school is open each weekday from 09.00 to 12.00 and 12.30 to 15.30 Monday, Tuesday and Wednesday, term time only.

There are currently 41 children aged from two to under five years on roll. Children receive funding for nursery education. This provision is registered on the Early Years Register. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs nine staff. Of these seven staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification; she is undertaking the Early Years Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting promotes the unique needs of each child and supports their welfare and learning. Children explore within safe boundaries and enjoy being with staff and one another. The partnerships between the setting, parents and other agencies are established and help to ensure continuity of care for the children. All staff are involved in the evaluation process for the provision and the group is beginning to identify strengths and weaknesses and areas for improvement. Ongoing aims to develop the provision helps to promote the outcomes for the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- carry out the evacuation procedures regularly so that all children know how to protect themselves in an emergency
- ensure the written records such as the accident book and register contain the correct detail such as times of arrival and departure and dates of accidents
- ensure the written policies include up to date information such as the correct contact details for Ofsted
- improve the planning to ensure that the future learning needs of all children are included
- ensure the safeguarding policy covers the procedures to be followed in the event of an allegation being made against a member of staff

The effectiveness of leadership and management of the early years provision

Children's safety is considered through clear child protection procedures that ensure their welfare is promoted, although the written policy does not contain information about procedures to be followed in the event of an allegation made against a member of staff. Staff have access to a range of child protection guidance that is available to them in the event of a concern. All staff know and understand their responsibility towards the well-being of the children in their care. Recruitment and vetting procedures are rigorous and ensure that the children only come into contact with suitable people. This helps to safeguard children at all times. The written risk assessment is carried out daily and these checks help to minimise any risks to children's safety. The emergency evacuation is practised with the children but is only done when the church organises it, so the staff cannot ensure that all children have taken part. The policies and required documentation are in place but these do not always contain the correct or up to date detail such as the contact number for Ofsted. The register and accident book are up to date but the date is sometimes missing on the record of accidents and the arrival and departure times of the children are not always recorded if they arrive late or leave early.

Resources are deployed well with a wide range of toys and equipment available for the children. These are easily accessible and help children to make choices and develop their independence. All children are included in all activities. All children are treated as individuals; staff know their specific needs and interests which have been identified through speaking to parents and the observations and assessments undertaken by keyworkers. Equality and diversity are recognised and are a fundamental part of the care and learning provided for the children. Staff learn words in the children's home language to enable them to make children feel welcome and comfortable in the setting. This helps to ensure their unique learning and welfare needs are met.

The use of self-evaluation is developing and the staff are all fully involved in the process. The manager and staff have started to evaluate the strengths and weaknesses of the provision, although not fully. The evaluation has highlighted the need for staff to improve their knowledge of the Early Years Foundation Stage so that they ensure they are meeting all the requirements and providing children with the best possible opportunities. They identified the planning of activities as an area for improvement and are receiving support and training from the Early Years advisor on how best to implement new ways of planning to ensure that all children's needs are included; this is still a work in progress. The setting has also provided some of their written information in several different languages so that all parents are included in what happens within the pre-school.

The setting works with the local schools and pre-schools to ensure all children receive consistency of care and their needs and progress are shared. The partnership with parents is well established and parents are happy with the level of care provided for their children. Parents and carers are provided with a range of written information and guidance which are available in the entrance hallway. They

have daily opportunities to discuss their children's progress with the keyworkers as well as termly planned meetings where they talk to the keyworker about their child and share their records; they are able to have an input into their children's future learning. The partnership helps to support the children's needs effectively.

The quality and standards of the early years provision and outcomes for children

Children show they feel safe within the provision. They are happy and settled because staff provide close care, are attentive to the children and aware of their individual needs. Children arrive eagerly many stopping to discuss the photographs, displayed in the entrance hall, of them and their friends playing with their parents. Staff sit with the children either on the floor or at the table providing support and guidance as the children choose from the activities on offer. Children gain in their confidence and are developing their language skills. Individual needs and interests are identified when the children first start at the group. Starting points are recorded and cover all areas of learning. Staff offer opportunities that build on children's known skills and areas of interest through their knowledge of the children. Observations and assessments are undertaken and these are clearly identifying children's next steps but these are not always used effectively in the future planning.

The resources are organised into accessible areas, the imaginative play area, the book/quiet area, messy play, and construction, the computer, musical instruments and an area for physical play where children use stilts, balls and hoops. Children are able to make decisions about what they want to play with, as well as taking part in adult led activities. Children enjoy singing and dancing; they love listening to the music through the headphones and joining in with the musical instruments. At the end of the morning session they all join together to sing songs and rhymes which they sing enthusiastically and join in the actions with great joy and vitality. Children show great skill when playing with the construction; one child builds an amazing house but realises that it is not properly balanced so takes it apart and rebuilds it again so that it is perfectly balanced the second time. She receives a lot of praise and encouragement from staff for her design and her concentration skills. Children play well together; a group of six children have taken the dolls, the play dough and some cooking utensils from the home corner and are sitting together in a circle pretending to have a picnic. They decide to count the utensils they have and count up to 14 without any adult support; they are very pleased with themselves.

Children learn about diversity and the world around them through the mix of families who attend, through books, play and activities such as collecting leaves and making collage pictures. Staff have identified, through their self evaluation, that this is an area of learning they wish to improve.

Children are introduced to healthy drinks and snacks during the session. They are learning to be independent by pouring their own drinks and selecting what they would like to eat. Drinks of water are available at all times. Parents whose children

attend the lunch club receive information about healthy food and snacks which are suitable for their lunch boxes. Children are beginning to understand the need for good hygiene routines such as hand washing before eating.

Effective behaviour management procedures ensure that children are learning to develop responsibility for their actions. They play cooperatively together and respond well to praise and encouragement. This gives them the incentive to do well as they develop good levels of confidence and self-esteem. Any concerns over behaviour are discussed with parents and any other professionals who are involved in the care of the family; strategies are set in place to meet their individual needs. Staff are good role models to the children; they deal with any behaviour issues quietly, calmly and firmly. They are always polite and encourage the children in all they do. Overall, an inclusive and welcoming service is provided.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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