

# Noahs Ark Pre-School

Inspection report for early years provision

---

**Unique reference number**

107020

**Inspection date**

23/11/2010

**Inspector**

Yvonne Campbell

**Setting address**

Cairns Road Baptist Church, Cairns Road, Bristol, BS6 7TH

**Telephone number**

0117 9446229

**Email**

carol@noahsarkps.org.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Noah's Ark Pre-School Playgroup opened in 1986. It operates from within the Cairns Road Baptist Church in the residential area of Westbury Park in Bristol. The pre-school is a charitable company limited by guarantee and is managed by a board of trustees, including members of the church and staff and parents. It represents one aspect of a range of childcare provision made available to parents and children. The pre-school is sited within the main building and has sole use of two designated rooms on the ground floor. A third room is available for supervised group play and learning. Staff also have use of the hall on the first floor. There is an enclosed outdoor area for energetic play.

The pre-school offers care Monday to Friday from 9am to 3.30pm. Children may attend for the full period or attend morning sessions from 9am to 12pm; afternoon sessions start at 12.30pm to 3.30pm. There is also a lunch club. The pre-school operates during school term times only. Children attend from the local area.

There are currently 70 children on roll aged two to under five years old. Of these, 42 are in receipt of funding for early years education for three- and four-year-olds. The pre-school is registered on the Early Years Register and may care for no more than 30 children at any one time. The pre-school offers care to children with special educational needs and for whom English is an additional language.

There are currently 17 members of staff who work directly with the children. Of these, 13 hold appropriate early years qualifications. The staff group includes several trained teachers. Two members of staff have achieved Early Years Professional Status. The pre-school promotes the awareness of some basic Christian principals.

They have achieved The Bristol Standard in early years care and have quality visits from a local authority early years education advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and excited when they arrive at this vibrant and welcoming setting located in the heart of their local community. Staff have good understanding of the Early Years Foundation Stage. They prepare the learning environment with interesting and attractive play resources. This enables children to separate from their carers with ease and start to free play and explore immediately on arrival. Children are kept safe by staff's ongoing awareness of risks and hazards. Arrival and collection times are closely supervised to ensure children remain safe while on the premises. Close effective working partnerships have been established with most parents and other care agencies who are involved in the care of children who attend the setting. A strength of the pre-school is the very good inclusion opportunities provided for children who have additional physical and

learning needs. Children thrive as they have the support they need and each child's progress is closely monitored and evaluated with next steps for progress identified in learning plans. Regular self-evaluation of the provision is carried out by the manager and staff using the dimensions of the Bristol Standard. This ensures that areas for development in children's learning are identified.

## **What steps need to be taken to improve provision further?**

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

- develop an induction procedure for all staff and students and include matters such as the evacuation procedures, child protection safeguarding and health and safety issues
- increase children's access to resources and activities that encourage them to value diversity and difference in others
- ensure children's learning records are easily accessible to parents.

## **The effectiveness of leadership and management of the early years provision**

Children are kept safe from the risk of abuse as a satisfactory safeguarding children procedure is in place. All staff have completed Criminal Records Bureau checks and are safe to be in close proximity to children. The written safeguarding policy is well set out and shows staff the action to take in the event they have concerns about child abuse. There is also a separate safeguarding policy developed by the church management. Staff have had training as a group and they know the manager is the designated officer who gives advice and support on safeguarding issues. However, an induction procedure is not recorded to inform new workers, including students, of their responsibilities, and signs and symptoms of abuse displayed during play may not be recognised by some workers.

Children are supported by a stable and highly trained staff group. The manager makes effective use of their skills and abilities by delegating daily and specific tasks to members of her team so they experience and take responsibility for some leadership tasks. For example, each day a senior member of staff is the 'overseer'. The member of staff is identifiable to parents as she wears a multi coloured sash and greets each individual as they arrive. The 'overseer' also answers parents' queries and directs them if necessary. Key group leaders offer children regular daily meetings and close contact with their main caring adult. Children have the opportunity to mix and share learning activities with others in a smaller secure group. Inclusion of children with additional needs is given high priority. Children use equipment they can manipulate and use according to physical strengths and abilities. Staff continue their professional development and take advantage of training opportunities provided by the local authority. They also visit other early years settings where good practice is shared.

The chosen selection of resources are well deployed in the two main rooms of the pre-school. During free play, children freely move across the adjoining rooms to explore the toys provided. Activities are accessible on table tops and also set out at floor level. Resources are of good quality and present opportunities for children to take part in sustained play as they work out the properties of the equipment and how they can be used for construction or to recall their knowledge and experience during imaginary play, acting out scenarios such as what happen in the kitchen. Children of both gender play with the toys.

Staff engage with parents and ensure they have information about how the pre-school operates and their aims. Each parent has an attractive handbook with information about the setting and a summary of some policies such as sickness, the collection of children and the complaints procedure. Parents are aware of the learning aims for their children and have contact with their children's key workers. Staff invite parents to share in their children's learning experiences by involvement in a parents' rota. A monthly meeting is organised on a non-working day to ensure that fathers and grandfathers are involved in their children's learning and are aware of how they can be actively involved.

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

Children speak confidently to their peers and adults. They talk openly during circle time to share their experiences and observations of life around them. For example, one group of children discussed with the key worker and other children their observation of bikes, how fast they went and the different types of bikes including the folding variety. The awareness of words and letter sound is good. Most children can find their name labels and self-register as they arrive with parents in the morning. Staff support children's emerging reading skills through activities where they sound out individual letters and link these to the sound in their names. Children are engaged in story telling activities. They listen attentively and follow the theme as the story develops. Staff make appropriate pauses, asking relevant questions and allowing children to add or say what happens next. Children have very good support during small group activities as a number of staff are present to sit alongside children and gently support children who need reassurance.

Children are familiar with some uses for information and communication technology equipment. They visit the computer area and ask adults for help to start the programmes. They know how to move the mouse and click to carry out age-appropriate computer tasks independently. Other equipment, such as telephones, is used meaningfully during imaginary play. Children have an understanding of the special times when they celebrate. They are fully involved as they practise a song for Christmas which has actions. Other children are developing their understanding of the importance of weights and measures as, supported by staff, they use a recipe and put ingredients together to make small Christmas cakes. They practise physical skills to mix and stir the stiff mixture, and then scoop out an amount to go into the cake container before staff place it in the oven. However, children do not currently have activities to promote their

understanding of how people in other cultures celebrate. This may impact on their understanding of differences and similarities between people in the community and also in the wider world.

Staff have considered the needs of children in the setting and have plans in place for long, medium and short term learning. Long terms plans are available to parents in a display area and staff provide activities where they observe how children use the resources then evaluate learning outcomes before making a new plan. Short term learning activities are accessible to parents in a large book so they can see the type of play children are involved in for that week. Children also have individual learning plans and a record of progress is created by staff and the next steps identified. However, individual learning records are not easy for parents to access at the present time as they need to ask staff for these and other records if they wish to see the documents.

Children are learning to stay safe through making some choices about what they do. When using scissors for a craft activity they mention to staff and others that they should be careful as scissors are sharp. They also know that they should not go too fast when riding bikes. Staff ensure that children observe some rules for safety when playing on bikes in the outdoor area. They know they all ride in the same direction keeping a safe distance from those in front. Children's behaviour is managed by age-appropriate methods and signals that children respond to promptly. Staff ensure children are calm and ready to listen before starting adult-led group activities. One very effective method involves a rhythmic clapping exercise. Children also have supportive communication methods such as the use of Makaton signing and a visual timetable so they know the routine of the day and what happens next.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
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	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

