

Noah's Ark Childcare Centre

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Noah's Ark Childcare Centre is a long established nursery which was taken over by new management in September 2003 and is part of the Noah's Ark childcare group who have five other nurseries. The nursery is situated in the centre of Babbacombe, in Torquay and operates on two floors, which are accessible. There is an enclosed garden to the rear.

The nursery is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. It opens from 08:00am to 06:00pm Monday to Friday all year round and is registered to care for up to 49 children from birth to 8 years. After school care is offered for up to four children between the ages of five and eight years. There are currently 89 children enrolled at the nursery, all of whom are in the early years age group. The nursery provides nursery education funding for two, three and four year olds. Children with special needs and/or disabilities are supported and children who learn English as an additional language.

There is a team of 17 staff including a cook and cleaner. Of these, 13 are qualified in early years and the manager is a qualified teacher and has Early Years Professional Status. The setting is overseen by a development worker from Noah's Ark Childcare Services. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are motivated in their learning, participating in a broad range of quality activities throughout the nursery. Consequently, they are making good progress in their learning and development. Staff interaction is good and high staff ratios ensure that children are well supported throughout the nursery. The nursery is well placed to make continuous improvement. Generally, the environment is used well to support children's learning. There are clear systems to monitor and evaluate the whole provision involving staff, parents and children.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure all hazards in the garden are identified and appropriate action taken
- improve the use of the outside area to further enhance children's learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as staff are clear on the procedures to follow in the event of a concern regarding children's welfare. Staff demonstrate good knowledge and understanding of how to ensure the environment is secure. Risk assessments are completed regularly, however, they do not fully cover all areas of the garden. All the required documentation is in place to support children's health, safety and well-being. Recruitment and vetting procedures are rigorous and robust ensuring that staff are suitable to work with the children. For example, staff undertake annual checks ensuring their ongoing suitability. Good introduction and appraisal systems promote staff understanding of their roles and responsibility. Any training issues with regard to the nursery or their personal development are generally met. For example, staff are currently attending specific training targeted to enhance babies learning. The nursery also participates in "Every Child a Talker" which is a nationwide project to develop children's communication. Staff report the information has really helped them in developing children's communication throughout the nursery. They have created a communication friendly area where children can read books and talk with their peers and the adults.

Children are cared for in welcoming child friendly environments enabling them to freely choose from the wide range of resources available. Staff have created different areas within the rooms to promote children's all round learning and development. The outdoor area provides opportunities for children to develop their physical skills using the climbing frame and slide. However, at times staff do not provide sufficient resources for children to enhance their learning. The time in the garden is predominantly used to promote children's physical development. There is a range of resources throughout the nursery that promote children's awareness of many aspects of our society. Staff clearly know children's individual needs and preferences and these are well supported. Children who learn English as an additional language are well supported. Staff use various methods to ensure children are fully included in all aspects of nursery provision.

There are good systems to monitor and evaluate the provision. These include parental questionnaires and discussions, completing the Ofsted self-evaluation form and regular visits from the local authority. A monthly visit from the nursery director provides good opportunities to observe and evaluate practice. Staff work well together as a team and benefit from the manager being an enthusiastic and positive role model.

Staff foster good relationships with parents. They are provided with quality information about the setting and their child's progress. Each child has their own learning journey and passport recording their progress towards the early learning goals. Staff have developed resources including cameras for parents to take home and record activities they have participated in. Parents state they enjoy being involved. In addition they report that their children are happy, making good progress and benefit from the staff's caring and friendly approach. There are systems in place to share information with other early years settings and

professionals to ensure a cohesive approach to children's learning.

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

Children are confident and eager to come into the setting. They quickly engage in a range of purposeful play and learning opportunities. Children are developing good relationships. A child becomes excited as they see their friend coming down the path, calling out their name. Both children are pleased to see each other and quickly become involved in playing with construction. Throughout the day children are involved in activities tailored to their individual needs. Older children enjoy role-playing shops. A member of staff supports them in pricing the various fruit and vegetables. They make signs and quickly become absorbed in their play. Other children thoroughly enjoy exploring pasta and chocolate flavoured powder. Staff encourage them to talk about how it feels and the different smells. Children's independence is well supported throughout the nursery. Older children are encouraged to pour their own drinks and to serve their own lunch which also supports learning about appropriate portion sizes. Babies and toddlers have good opportunities to explore their environment. Staff provide natural resources such as stainless steel containers and wooden tools. In addition children explore cooked pasta and jelly showing obvious enjoyment as they feel the different textures. All children throughout the nursery enjoy singing a variety of songs. They actively participate joining in with the actions and the words.

Staff demonstrate good knowledge of the early years Foundation Stage framework. They complete observations and snapshots of the children's progress. Parents are encouraged to be involved sharing information about their children's progress at home. All of this information is then used to plan the next steps in children's learning. Detailed planning ensures that all staff are aware of activities specifically tailored for individual children.

Children learn about healthy lifestyles. They have good opportunities to develop their physical skills within the outdoor environment. Children enjoy the riding bikes and show good control as they maneuver around the area. Children benefit from healthy and nutritious meals. They demonstrate good manners at the table and it is a social occasion where staff encourage children to talk about their day. However, on occasions children drop their cutlery on the floor, pick them up and continue using them to eat their dinner. This goes unnoticed by staff. Children are encouraged to take control the risks to develop their awareness of staying safe. Staff give clear messages to enable children to learn the consequences of their actions. For example, toddlers excitedly throw toys into the air. Staff quickly respond explaining they may hurt their friends. Staff praise them as they stop and engage them in purposeful play. Children's behaviour is good throughout the nursery. They respond well to the staff's consistent use of praise and encouragement. Children are polite and well mannered. They show consideration to their peers inviting them to join in their play.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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