

Noah's Ark Kindergarden

Inspection report for early years provision

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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 Kindergarden was registered in 2006. It offers both full day care and out of school care. The setting is privately owned and operates from two rooms in a converted brick building in the Chapeltown area of Leeds.

A maximum of 30 children may attend the setting at any one time. Opening times are each weekday from 8am to 6pm for 50 weeks of the year, apart from Christmas and bank holidays. There are currently 29 children on roll all of whom are within the early years age range. The setting currently supports children who speak English as an additional language.

Seven members of staff are employed to work directly with the children. Of these, six hold appropriate early years qualifications. The manager is qualified to degree level. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Satisfactory attention is given to meeting the individual learning and development needs of children. They take part in a range of activities and make steady progress in all areas of learning. Inclusive practice is promoted very well and children are valued and respected as individuals. On the whole satisfactory systems are in place to promote the welfare needs of children. Relationships with parents, carers, are strong. The provider assesses the effectiveness of the setting, and areas for improvement are identified. A good capacity to drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- make sure that when there is a staff absence that other suitable staff are redeployed effectively
- develop further the self-evaluation process to involve all the staff and the parents
- make sure that all hazards are kept to a minimum with particular regard to all the electric sockets.

The effectiveness of leadership and management of the early years provision

On the whole safeguarding procedures and practices ensure that children are adequately protected. The staff team are appropriately vetted and have completed training in safeguarding children. The majority of staff hold current first aid

certificates. The policies and procedures for the setting are reviewed, signed and updated regularly, and all necessary written consents are obtained from parents. All accidents to children are recorded, and are countersigned by parents, including injuries which are sustained at home. Full risk assessments are effectively implemented on the whole. However, a couple of exposed electric sockets present a potential risk to children. Security procedures are adhered to so that children remain safe. For instance, visitors to the setting must ring to gain admission, CCTV is used outside the building and a record of all visitors is kept. Generally, staff are deployed appropriately, but when a member of staff is absent at short notice, suitable staff are not always used in the playroom to help cover.

Children can safely and independently choose their toys and games which are stored at their height. All resources used by children are of satisfactory quality, suitably challenging and appropriate to their ages and stages of development. The premises are clean and reasonably maintained.

Inclusive practice is promoted very well and children are valued and respected as individuals. Good account is taken of children's interests when planning and they determine the direction of their play. Children are invited to introductory sessions with their parents or carers before they begin so that the staff can get to know them and they meet their key person. The uniqueness of children is valued. Staff have a list of phrases in French which they use to support the settling-in of several French-speaking children. The staff have good knowledge of the children and their families. Toys and resources reflect the diversity of the children attending and the wider world, and the staff team is racially diverse and includes both genders. The customs, music and food of all cultures are celebrated in line with festivals so children learn to value their own way of life and those of others. For instance, at Christmas the children are taken to church to watch a nativity play.

Relationships with parents and carers are strong. The staff have established firm bonds with the families who use the setting and a warm, family atmosphere exists. The parents spoken with at the time of the inspection confirm their satisfaction with the service provided. They say that they are actively involved in extending their children's learning at home and also in preparing them for school, for instance, by reading stories and helping children to focus and to recognise familiar letters. They also state that they are supported on a personal level. The manager has begun to make links with other settings delivering the Early Years Foundation Stage in order to compliment learning between the nursery and the schools where children attend.

The owners of the setting and the manager are involved in the evaluation of the service, however, this does not include, the whole staff team or the parents. All the policies and procedures have been updated. Extensive refurbishment of the first floor has taken place to provide new playrooms, good quality furniture and toileting facilities for the nursery children. The provider states that these and an outdoor play area will be ready for use by Easter 2011. The recommendations from the last inspection have been met to improve the children's safety, hygiene, welfare and development. The manager visits other settings, such as a local children's centre, to observe and discuss ideas for improving practice. One of the

benefits was that the children enjoyed a visit to the centre where the dental nurse taught them about good oral hygiene.

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

The children make steady progress in their learning and development and there are satisfactory systems in place to ensure that the six learning areas are consistently covered. Observation and assessment records are made by the children's key person. These include what children are interested in, what they are learning, and their next steps for progression. Detailed information is gathered from parents before children start so that staff can plan suitable activities on admission. Weekly plans of activities include children's individual interests and are implemented flexibly to follow the direction that they wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

An obvious strength of the setting is the disposition of the children. They enter the setting eagerly and make their own choices about what they want to do. They are happy, settled and confident in their environment. They enjoy warm, loving relationships with the staff who provide plenty of praise and encouragement. Even new children settle well and are not overwhelmed. Staff gently coax them to join in and give just the right level of support to put them at ease. Children are well behaved and have friends they like to play with. Skilful techniques are successfully employed by staff to teach children how to consider the needs and feelings of others. For example, at circle time a heart-shaped piece of paper is crumpled to demonstrate how hurtful words can make people feel unhappy. A sticker reward system is used which is tailored to individual children's progress. For example, one child may receive stickers on their chart for eating well and another for writing well.

Through discussions, involvement in food preparation, and themed topics on food, children learn about healthy eating. They are given mostly home-made meals and snacks which include fresh fruit and vegetables. The menus are balanced and nutritious. Healthy lifestyles are promoted. Though there is currently no outdoor play area, exercise is a daily feature of the routine. Children play games such as 'Simon Says' and they can balance on one leg and jump. They are taken to a local park on a regular basis where they use playground equipment and can run freely. Babies are given lots of space to practise their physical skills on rockers, tunnels and small climbing frames. The babies also like to move their bodies to music, swaying and moving their arms and legs to the rhythms. These activities build coordination, muscle tone and children learn what their bodies can do.

Children communicate effectively. They chat to each other as they play and they have conversations when they sit at the table to eat. The babies use facial expressions, gestures and simple words to communicate their wishes and feelings. Children listen well at story time and are encouraged by staff to predict what might happen next. They can recognise some letters and some can write their own names, for example, on Valentine's cards. Children have free access to mark making materials and name cards are used to develop their understanding of

literacy. Babies understand and listen well and they follow simple instructions, such as handing aprons to the staff when asked. Children learn about personal safety and fire safety. The staff teach them about road safety and the fire drill is practised regularly.

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	2

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	2
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	3
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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Annex B: the Childcare Register

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

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