

# Noahs Ark Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	256794
<b>Inspection date</b>	14/03/2011
<b>Inspector</b>	Melanie Calway

<b>Setting address</b>	Loxley Community Centre, Lincoln Road, Werrington, Peterborough, Cambs, PE4 5BW
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**Email**

<b>Type of setting</b>	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 Pre-school opened in 1987 and is run by a committee of parents. It operates from the Loxley centre in Werrington, on the outskirts of Peterborough, Cambridgeshire. The pre-school have the use of the whole building, including the fully enclosed outside play area. The pre-school is open each weekday during school term times from 9am to 3pm on Mondays and Wednesdays and from 9am to 12pm on Tuesdays, Thursdays and Fridays. Children also have the option to stay until 12:30 for a lunch time session each day.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend the pre-school at any one time. There are currently 30 children aged from two to under five years on roll. The pre-school supports children with special educational needs and/or disabilities.

There are seven members of staff, six of whom hold early years qualifications to level two and three. The manager has a BA Honours degree in early years and has achieved Early Years Professional Status. The setting provides funded early education for three and four year olds.

The setting receives support from the local authority and has successfully completed a local authority quality assurance scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individual needs are met because staff know them very well and use regular detailed observations to plan for their progress. Children benefit from flexible routines and a child-centred environment which promotes their confidence and independence. A good relationship exists with parents, who feel welcome in the setting to settle their children and exchange information. The staff team uses regular meetings to reflect on their practice and identify ways of improving the provision.

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

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

- develop further the partnership with parents by encouraging them to contribute to the assessment process their own knowledge of children's starting points and ongoing achievements.

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

Children are effectively safeguarded from the risk of abuse or neglect because there are good systems in place to ensure that all staff who work with children are suitable to do so. All staff and committee members have the necessary clearances. Induction and appraisal systems ensure that staff receive ongoing support and professional development. More experienced members of the team act as mentors to new members of staff to support them while they become familiar with the setting. A clear safeguarding policy is in place and all staff have a copy. They have all received safeguarding training and have a good knowledge of how to pass on any concerns about children's welfare. Children are cared for in a safe and secure environment. Risk assessments are in place, which cover all aspects of the environment and regular weekly and daily checks are carried out to ensure that children are safe. Staff are well deployed and supervise children effectively as they move about the provision. Children are protected from the risk of fire as the necessary fire prevention equipment is in place and a regular evacuation drill is practised so that staff and children learn what to do in the event of a fire or emergency.

Children enjoy a wide range of resources which are organised well to promote their independence. The room is attractively laid out with a good range of interesting activities for children to choose from. Routines are flexible so that they meet different children's needs, for example, children choose when to have their snack and for most of the session can choose to play inside or out. The outside area has many exciting opportunities for children and they are busily engaged in their play, making dens or digging the bark chippings with their hard hats on. The setting provides an inclusive environment where all children are valued. Children with additional needs are well supported and the setting works closely with parents and other agencies to ensure that all children make good progress.

Parents are well informed about the service and receive a welcome pack with important information when they start. Home visits are carried out so that staff can get to know the children and information is gathered about any specific needs or preferences. Observations of children's learning are shared regularly with parents and they are invited to add their comments. Much information is also exchanged when parents drop children off and some parents share significant moments in their children's development. Video observations also provide parents with an insight into how their children play. The partnership with parents could be further developed by encouraging all parents to contribute to the assessment process their own knowledge of children's starting points and ongoing achievements across all areas of learning. Information is shared with other providers when children attend other settings to ensure effective continuity and progression. The setting continually reflects on its practice in order to identify ways to make improvements. They use a range of methods to self-evaluate, including regular staff meetings, involvement in training projects and quality assurance processes. Through staff observation and discussion they have recently identified that children are not making such good progress in problem solving and numeracy as in other areas. They have therefore implemented a range of strategies to address this with the

result that there are currently many opportunities for children to develop their mathematical understanding.

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

Children make good progress in all areas of learning and their individual needs are met because key persons make detailed observations of children's play and learning and use these to plan the next steps for their progress. Key persons have a good knowledge of their children and are aware of what they need to help them to move on in all areas of learning. Some planning is organised around topics which are decided on because of their relevance to children's current interests and achievements. For example, the theme of opposites is introduced in order to develop children's understanding of mathematical concepts, such as, long and short or big and small. Children are very confident communicators and talk to each other and with the staff who listen sensitively to their contributions. Children have opportunities to recognise print as they select their name cards. A comfortable book area is set up and children enjoy stories there and on cushions outside. At circle-time children listen attentively and learn to link sounds and letters as they call out the months on the calendar. Mark-making materials are freely available and children are encouraged to write their names on a paper on the floor when they first come in. They are very proud when they do this successfully.

There are many opportunities for problem solving, reasoning and numeracy, such as, counting and simple calculations through board games and sorting activities. The opposites interest table and water play help children to understand concepts, such as, full and empty. Numerals are displayed and children are beginning to recognise some as they call out the date at circle time or peg numbers to the washing line outside. They are learning about the world around them as they engage in hospital role-play. The home-corner is well equipped with props such as real bandages, 'X rays', crutches, a key board, pencils and paper for making appointments. Children are busily engaged in bandaging toys and members of staff. Children use their imaginations playing together in small groups, for example, as they make a den outside with a cloth and a range of toys. They express themselves using paint and craft materials are accessible in a small trolley for them to access.

Children are very involved and motivated by the activities on offer and are busily engaged in their play throughout the session. They have formed positive relationships with the staff and play well together alongside each other or in small groups. The environment is inclusive with positive displays and resources reflecting different kinds of people to encourage children to develop respect for each other. Children's independence is promoted well as they make choices and decisions in their play. They are given responsibility and help to prepare the fruit for snack time. Children are active throughout the session. Inside they have plenty of space to move about freely. Continuous access to the outside area provides children who prefer to be active lots of opportunities. There is a wooden climbing structure, climbing equipment which children can climb under or over, ride-on and push-along toys and coloured cones for children to negotiate with toy cars.

Children's health is promoted well. They get plenty of fresh air and exercise. They are offered a healthy balanced snack and staff talk to children about where fruit comes from to develop their understanding. Fresh drinking water is available at all times. All the required documentation is in place to ensure that children's health needs are met. All staff have first aid training and so are able to deal with minor accidents and injuries appropriately. Children learn about safety through topics, such as, people who help us and through regular explanations while they play. Children are fully involved in the setting and their contributions are valued. Circle time is used to explain the topics, what activities are on offer and introduce any new adults in the setting. This enables children to make a positive contribution and feel a part of the provision. Children are learning skills for the future as they learn to make choices, be independent and make good progress in all areas of learning and development.

## 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	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

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### 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

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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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