

Noah's Ark Pre-School

Inspection report for early years provision

Unique reference number	511667
Inspection date	26/04/2011
Inspector	Mandy Gannon

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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 Pre-school opened in 1987, and has been in its current premises since 1990. It is a registered charity, and is managed by a parent committee. The pre-school is situated in the village hall and is situated in Kempshott, on the outskirts of Basingstoke and serves the local area. It operates a continuous provision and free flow, which is accessible throughout the sessions and includes two rooms and a garden area. A main hall is also available for special occasions and occasional physical play. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group can take a maximum of 42 children from two years six months to rising five years at any one time, there are currently 63 on roll, this includes 51 in receipt of the governments nursery education funding. The group supports children with learning difficulties and/or disabilities, and those for whom English is an additional language. The group opens five days a week during school term times. Monday - Thursday 8:30am until 3:00pm and Friday 8:30am until 1:00pm, children attend for a variety of sessions. There are 13 permanent members of staff, 11 hold appropriate childcare qualifications, three with NVQ2 and seven with NVQ 3. The manager has a Foundation Degree in Early Years, and another member of staff is currently undertaking a Foundation Degree in Childhood and Youth Studies. The setting receives support from a teacher mentor and Area Special Educational Needs Co-ordinator from the Early Years Development and Childcare Partnership, and from other external support agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and happy in a friendly welcoming environment where they feel secure and at ease. A well organised environment enables children to freely and independently make choices and free flow between the inside and outside. Successful partnerships with parents and carers and other outside agencies, ensure a collaborative approach promoting positive outcomes for children where their individual needs are met effectively. The setting has an accurate view of its strengths and areas for further development and a vision and drive to maintain continuous improvement is evident. Although, some further detail in documentation is required.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of risk assessments maintained includes a record of any action taken following a review or incident.(Premises, environment and

10/05/2011

equipment)

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

- further increase some staff's knowledge and training of the Early Years Foundation Stage
- further support some staff in acquiring the skills in behaviour management strategies

The effectiveness of leadership and management of the early years provision

Children are safeguarded as relevant required policies, procedures and information are maintained. Well organised recruitment and vetting procedures are adhered to in order to protect children. Staff have a thorough understanding of signs and symptoms of abuse and neglect and the action to be followed should they have concerns, some staff have completed the initial child protection course, and the manager and designated person have completed the advanced course. Effective procedures are in place in identifying any child at risk of harm, liaising and successfully working with the appropriate agencies. A high commitment to promoting children's safety is apparent, daily safety checks are completed and the staff check and monitor the premises promoting safety and security. An one-way system promotes effective strategies for the arrival and departure of children, with the strategic deployment of staff effectively monitoring entrances. A daily record of times of arrival and departure is maintained of children and staff, and visitors to the setting are recorded. Children are cared for in a safe supportive environment where they securely develop their awareness of being safety conscious, as staff remind them of the 'golden rules' to walk inside or they may hurt themselves. Regular risk assessments are carried out and recorded, although a record of any action taken following a review or incident is not in place. Children have a good understanding of evacuation procedures, which they confidently discuss in a setting where evacuations are regularly practised and a record is maintained of any problems encountered and how they were resolved. Appropriate fire detection and control equipment is in place and in working order, with clear exits and effective procedures to inform visitors of the evacuation procedure. Although, a recent visit from the fire officer identified further improvements are needed to be made to the hall with interconnecting smoke alarms, which have been notified to the hall trustees.

Equality and diversity is good as staff have an accurate knowledge of each child's background and needs, children develop an awareness of the society in which they live and the wider world. Skilled staff accurately identify children's needs and meet those needs through the sharing of information with parents and other professionals; if additional support is required it is identified at the earliest possible opportunity and the group work effectively with other agencies in order to best meet the needs of the child and their families. Staff have effective communication channels in place keeping parents and carers well informed through daily discussions, newsletters, notice board and the reflective journal which shares with

parents 'wow' moments of children's achievements and interests. Parents are encouraged to contribute to their child's learning and development through discussions with staff and their child's key person, view their learning journals, share regular reviews and attend the recent first parents evening. Children benefit from increasing their parents understanding of learning through play and how the Early Years Foundation Stage is implemented, as staff invited and hosted an evening training session. All parents spoken to at the inspection were positive about the setting and commented how happy their child was at the setting and 'it was their child's first day but they have settled well and the information given on the introduction was very helpful'. Effective links are made with others as the staff work closely with other professionals to meet children's needs, staff visit schools and teachers visit the pre-school, aiding transitions into school. The pre-school has initiated links with the local Children's centre and relationships are developing.

The motivation of the leadership and management is clearly visible, where an action plan accurately identifies areas for further improvement and development. An appraisal system is in place, which identifies staff's development and training requirements, as some staff are completing their professional training and increasing their knowledge of the Early Years Foundation Stage. The pre-school has an accurate understanding of its provision through a formal self-evaluation which includes and values the opinions of the staff and parents. Views of the children are sort through parental questionnaires and ways to seek their views directly are being developed. As a result, improvements to the setting have been made and children's achievements have improved. A broad range of suitable resources are available which children freely access from low level shelves and drawers both inside and outside in a well organised interesting learning environment. Resources and toys provide sufficient challenge and are used well to achieve the planned goals of children's learning and development.

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

Children confidently and independently access and make choices from a wide range of good quality toys and play materials. Staff know the children well and support them effectively extending and identifying the next steps in their learning. Although, some staff are continuing to extend their knowledge of the Early Years Foundation Stage as they undertake training. Children's progress in communication, literacy and information and communication technology is good, as children confidently use computers, children have numerous opportunities for mark making as they 'write' invitations in the home corner and some children confidently write their names and use phonic sounds as they identify letters. Children enjoy looking at books and sit interested as staff read stories and share rhymes, they have opportunities to view books and newspapers in other languages, although the use of non-fiction books are not always used to their full potential. Children are inquisitive learners as they excitedly explore the garden, using a magnifying glass to hunt and seek out bugs and insects and confidently identify what they have found and are able to use laminated cards which identify their characteristics developing children's understanding of the world around them.

Children are becoming well equipped with the skills to enhance and secure their future learning. Children make good achievement in their learning due to the stimulating environment they are in and the support they receive.

Children's health and well-being is successfully promoted through effective procedures which are in place and successfully implemented. Children learn the importance of good hygiene as staff encourage them to wash their hands and reinforce children's understanding of good hygiene practices. Children develop an awareness of healthy eating as they are involved in the preparation of snacks and enjoy sitting together socially with their friends and staff. Children bring in packed lunches from home and healthy eating is being promoted with parents. Children benefit from frequent opportunities to regularly access an interesting outside learning environment on a daily basis in all weathers. Children feel and are safe as practitioners are vigilant in maintaining the security of the premises.

Children are secure and develop a strong sense of belonging, they play well with each other and talk enthusiastically about how much they like coming to pre-school and have many friends. Children are confident and self-esteem is successfully promoted through effective praise and encouragement. For example, a child whose first full day it is comments how tired they feel and staff sensitively offer and support the child find a quieter activity. Children's behaviour is good and children enthusiastically show an awareness of responsibility within the setting as they hear music to tidy up and start to tidy toys, help sweep the floor and wipe the tables. Although, some staff need additional support in implementing behaviour strategies for some children's behaviour. Children are confident, settled and happy in a setting where they are valued, they respect one another and are actively involved in making choices and decisions.

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

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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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years sections of the report (Premises, environment & equipment) (Suitability and Safety of Premises and equipment) 10/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years sections of the report (Premises, environment & equipment) (Suitability and Safety of Premises and equipment) 10/05/2011