

Noah's Ark Nursery

Inspection report for early years provision

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Inspector

Janet Keeling

Setting address

The Old School, Wharf Lane, Brewood, Stafford,
Staffordshire, ST19 9BG

Telephone number

01902 851243 and 01902850571 (provider)

Email

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*.

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Description of the setting

Noah's Ark Nursery opened in 2003. It operates from the old school building within the grounds of St Mary's Church in Brewood, South Staffordshire. Children have access to an enclosed outdoor play area. The nursery serves children and families from the local and surrounding areas.

The nursery is open Monday to Friday from 9am to 3.15pm during school term time only. A maximum of 20 children aged from two years to five years may attend the nursery at any one time. Currently there are 40 children on roll, all of whom are within the early years age group. The nursery is in receipt of funding for early years education. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered by Ofsted on the Early Years Register.

There are five members of staff who work directly with the children. Of these, four hold National Vocational Qualifications (NVQs) at level 3. One member of staff holds a BA in Early Childhood Studies. 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 happy and eager to learn at this very welcoming and child-friendly nursery. They make good progress towards the early learning goals through a varied and interesting range of activities. Staff are positive role models, work well as a team and have a good understanding of the Early Years Foundation Stage framework. They strive to offer an inclusive service where all children are valued as individuals. Effective partnerships with parents and other early years professionals have been established, ensuring continuity of care for all children. Most policies and procedures are thorough, relevant and implemented effectively to safeguard and promote children's welfare. Staff demonstrate a positive attitude and commitment towards the sustained and continuous improvement of the nursery.

What steps need to be taken to improve provision further?

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

- improve induction procedures for parent volunteers by ensuring they are given full information and guidance on their roles and responsibilities while working in the nursery
- enhance the two way flow of information with parents by maximising opportunities to fully engage them in their child's ongoing learning, with

particular reference to how they contribute to their child's learning profiles.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of child protection procedures. They know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place, together with induction procedures for new staff and students. However, induction procedures for parent volunteers, to ensure they are given full information and guidance on their roles and responsibilities, are less well developed. Written fire procedures are in place and staff ensure that children engage in emergency evacuation procedures. Staff routinely verify the identity of all visitors to the nursery and are vigilant about the safe arrival and collection of children. Risk assessments are completed and cover all aspects of the learning environment and outings. Consequently, hazards to children are minimised. All required documentation is in place and well maintained.

The deployment of resources is good. For example, staff are successfully deployed to support the children's care and well-being and make good use of space and resources. Staff are positive role models, work well as a team and are committed to improving outcomes for all children. For example, through the use of their self-evaluation system and parent questionnaires they competently identify the nursery's strengths and areas for development. All staff hold an early years qualification and are encouraged to enhance their own professional development through ongoing training. Regular team meetings provide valuable opportunities for staff to discuss children's interests, share good practice and use information gained to inform future planning. Methods to promote equality and diversity thread through the nursery. This is successfully achieved through planned activities, the use of visual displays and role play equipment. Staff demonstrate a positive approach to supporting children's learning and to enriching the quality of care and education that is provided at the nursery.

Partnerships with parents and carers are good. Staff dedicate time getting to know children and their families, fostering strong relationships which ensure children settle quickly and feel secure. The warm and relaxed relationships that have been established between parents and staff ensure continuity of care for all children. A parents' notice board ensures that parents and carers have access to information about the running of the nursery. Parents also receive regular newsletters and are able to access the nursery's policies and procedures at each session. Parents speak very highly of the nursery. During the inspection parents commented that they find the staff friendly, caring and very positive. They also said that their children loved attending the nursery where learning is such a lot of fun. Extracts from parent questionnaires included, 'a fantastic nursery with superb teachers', and, 'I wish my child could stay forever'. Staff also work successfully in partnership with other early years professionals to ensure children's needs are fully supported.

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

Children are happy and settled at this welcoming and child-friendly nursery. There is a good balance of adult-led and child-initiated activities that result in children being creative and active learners. Staff demonstrate a good understanding of the Early Years Foundation Stage framework and how to promote children's learning through play. They plan meaningful and purposeful activities which reflect the six areas of learning. Staff skilfully interact with children and ask open-ended questions which extend their thinking and understanding. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. Staff know the children very well and observe and assess them as they play. They use information from this to fully support each child's ongoing learning. All children have an individual 'my story profile', which contains both photographic and written information of their learning and achievements. These folders are shared with parents during the yearly parents' evening and are available for parents to see at anytime. However, opportunities to fully engage parents in contributing to their child's learning profiles are not fully maximised.

Children immerse themselves in activities and are confident, enthusiastic and relate well to each other and staff. Their communication skills are promoted well as staff and children hold detailed conversations about their past and present experiences. Children develop a love for books as they engage in story time and enjoy looking through picture books with their friends. They also relish spontaneous story telling times and they enjoy sitting with staff in the cosy book corner. They are beginning to learn that print carries meaning as they identify their name cards during registration and at snack time and are encouraged to mark-make as they play. For example, as children talk about the 'wet' and 'slimy' sand they draw beautiful patterns in the sand with their fingers. They thoroughly enjoy music and enthusiastically join in with a range of songs and action rhymes. Their creativity is fully supported through access to a good range of role play equipment, construction toys and to a wide range of media. In the role play area there is enormous excitement as children explore the hat shop. They carefully choose a hat and chuckle with delight as they look at themselves in the mirror. At the construction table children happily talk together about what they are designing with the brightly coloured bricks.

Their understanding of numbers, size and shapes is developing well through everyday activities. For example, they count how many children are present, compare the size of hats in the hat shop and talk about the different shapes they make with the purple dough. They enjoy being in the fresh air and have good opportunities to explore their natural environment. For example, they take walks around the local churchyard, go bug hunting, and plant beans, sunflowers and pansies. Their physical development is supported very well as they access a range of outdoor equipment and enjoy team games using the parachute. Children relish regular opportunities to visit the school hall where they engage in music and movement sessions and enjoy the challenges of the gym equipment. Children also benefit from planned visits around the local community to the library, fire station

and post office. They also thoroughly enjoy feeding the ducks down at the canal bridge and excitedly take a ride on the local bus as they explore a topic about transport.

Staff encourage children to keep themselves highly safe as they discuss the appropriate use of equipment and engage in regular emergency evacuation procedures. For example, during registration time the children and staff begin a discussion about how to use scissors safely. Effective hygiene procedures minimise the risk of cross infection. Children enjoy healthy snacks and access drinking water throughout the session, ensuring that they remain hydrated. Children are happy, secure and develop a sense of belonging at the nursery. They behave well, respond positively to the boundaries set and help to tidy away. Gentle reminders from staff help children develop a sense of right and wrong as they are encouraged to share, take turns and be kind to each other. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Children demonstrate that they are acquiring skills that will help them in the future and prepare them well for their transition into school.

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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