

# Noahs Ark Childcare Centre

Inspection report for early years provision

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<b>Unique reference number</b>	117135
<b>Inspection date</b>	13/06/2011
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<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 Childcare Centre is privately owned and managed and is part of a chain of nurseries owned and operated by Noah's Ark Childcare Centres. It opened in 1996 and operates from a converted chapel in the Prince Rock area of Plymouth in Devon. A garden area is used for outdoor play activities. The setting is open each weekday from 7.30am until 6.00pm all year round. A maximum of 38 children aged from birth to eight years may attend the setting at any one time, of these, not more than 38 may be in the early years age group.

There are currently 62 children attending who are within the Early Years Foundation Stage. The setting is in receipt of early education funding for three and four year old children. Most children live locally and some also attend other early years settings. The nursery also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, nine of whom hold appropriate early years qualifications to National Vocational Qualification at level 2 or above. Two members of staff are currently undergoing training. The nursery are members of the National Day Nurseries Association and hold Investors in People status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make sound progress in their learning and development and are well supported in the setting. A varied range of activities are provided which interest and engage them. Staff provide a generally safe and secure environment. Partnerships with parents are well established and they are keen to develop links with other settings. Regular evaluation of all aspects of the setting are carried out leading to clear areas for improvement.

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

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

- undertake regular checks to ensure the outdoor area remains safe and suitable for children on a daily basis. Provide baby's with increased opportunities for fresh air and outdoor play each day
- develop further systems to liaise with other providers of the Early Years Foundation Stage for children to ensure progression and continuity of care

- and learning
- plan an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take account of all children's home background and cultures

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

Staff demonstrate a clear awareness of safeguarding. A designated member of staff takes the lead responsibility for child protection and has undergone appropriate training to support her role. Policies and procedures have recently been updated and all staff made aware of the changes. Clear procedures are in place regarding recruitment and suitability and all adults working with children have undergone suitability checks. Detailed written risk assessments are in place and updated regularly. Well established systems support the safe arrival and collection of children from the setting. While daily checks are used to monitor the suitability of the indoor environment they do not always adequately address minor safety issues outdoors. Staff follow established procedures regarding the supervision of children and staff deployment is well planned. Policies and procedures are in place to support practice and these are regularly updated to reflect changes.

The setting is well organised with designated playrooms for both babies and older children. Key workers take responsibility in each room with a shadow key worker system in place. Older children benefit from the opportunity to free flow outdoors for large parts of the session, while babies and toddlers have designated times to play outdoors. Staff are keen to increase baby's access to the outdoors. Staff work well as a team and demonstrate a good awareness of their roles and responsibilities. Staff deployment is effective providing children with good levels of support and supervision whether they choose to play indoors or out. Toys and resources are varied and easily accessible to children. The outdoor environment is very well used with a wide range of activities available to older children at this time. For instance children develop pre-writing skills as they make marks in rice, enjoy sitting on logs to look at books or make models of trees and flowers using sticks and coloured paper.

Staff are well supported by senior management and regular monitoring visits are used to support and improve practice. New members of staff are made aware of the settings policies and procedures and all staff have regular appraisals to identify ongoing training and developmental needs. The setting works well with parents to meet the diverse needs of children. They are kept well informed of daily routines through the use of detailed daily diary sheets and regular discussions. Staff complete regular observations and assessments of children and these assessment sheets are sent home to parents on a regular basis. Parents are invited into the setting to discuss progress and development with key workers and regular newsletters keep them informed of changes and forthcoming events. While some children attend other settings delivering the Early Years Foundation Stage staff have not yet established effective links. They are aware of the value of these links in supporting children and aiding continuity of care and are keen to develop them

further.

The setting is committed to providing good quality care and reviews their practice regularly to help identify areas for development. For instance they recognise the importance of supporting children's diverse backgrounds and are putting together resource packs to use in this way. They use feedback from parents and regular monitoring visits from senior staff. At inspection, parents provide positive feedback about the setting.

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

Children appear happy and settled in the nursery. They have formed strong relationships with staff and each other. Most arrive confidently and settle quickly to play with the available resources. Staff provide a varied range of activities that interest children. For instance they enthusiastically mould and shape dough or make castles using damp sand. Staff use children's interests to guide and shape their planning. For instance the role play area is set up as a theatre when children show an interest in this area of play. Several children join together to stand on the stage using good communication and negotiation skills to talk about what roles they will play. Sessions are well planned with a good balance of structured and free play times. During small group times children are grouped together for singing, story time or planned activities. This ensures that activities can be tailored to the ages and stages of children in each key group.

Babies are cared for in smaller groups in their own designated play room. Staff provide a good range of activities for them that include use of inviting sensory resources. Babies enjoy using musical instruments to create different sounds and watch intently as staff shake and bang the instruments. Staff respond promptly to babies physical needs and they are settled sensitively to sleep when they are tired. Mealtimes are a social time and key workers sit with babies supporting them as they learn to feed themselves. Babies demonstrate their sense of security and belonging as they confidently make their needs known for instance when they are hungry or tired. They play both with staff and independently as they potter around the play room exploring different resources.

Older children benefit from free access to the outdoors with most choosing to play in this area for large parts of the session. They develop good physical skills as they push and pedal bikes gathering speed as they follow their friends around a course. Staff support their play telling them to stop and go, helping to develop listening skills. Children develop a good awareness of health and hygiene as they readily wash their hands and brush their teeth, after meals. They are provided with good amounts of healthy snacks and hot cooked lunches. Filled beakers are readily available helping children to recognize when they are thirsty and remain hydrated during the day. Staff work closely with parents when discussing babies home routines and they ensure they are fully aware of dietary needs and allergies. Detailed accident records are shared with parents and well established systems in place regarding the administration of medication

Children respond well to the positive atmosphere in the group. Staff use songs to signal a change of activity and children are encouraged to help tidy away in preparation for lunch. Children behave well. They are becoming independent in the setting, for instance as they find their shoes and coat before going outside or clear their plates after lunch. They confidently make choices about their play enjoying the range of activities available to them.

## 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	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	2
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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

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