

Noah`s Ark Nursery School

Inspection report for early years provision

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Inspector	Jennifer Cutler

Setting address	Downlands Road, Devizes, Wiltshire, SN10 5EF
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Noah's Ark Nursery School opened in 1998. It operates from a purpose built, mobile building sited in the grounds of Wansdyke Primary School. There are two classrooms, appropriate toilet facilities, an accessible lavatory and separate kitchen area. A maximum of 40 children may attend the setting at any one time. The group is open Monday to Friday from 8.55am to 3pm. Sessions are from 8.55am to 12pm and from 12pm to 3pm. Children may attend a supervised lunch from 12pm to 12.30pm. The setting has a small outdoor area and garden, and is able to use the school playground and equipment for outdoor play. It serves the local area. There are currently 61 children from 2 to under 5 years of age on roll. Of these, 47 children receive funding for nursery education. Children attend for a variety of sessions. The group has experience of caring for children with special needs and/or physical difficulties and also those with English as an additional language. The setting employs six nursery staff and one administrative assistant. All the staff working with the children have appropriate early years qualifications which include Qualified Teacher Status, EYPS and NVQ Levels 2 to 3. Noah's Ark Nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

In this bright, stimulating and well organised nursery, children have lots of fun and make excellent progress. The outstanding leadership and management of the nursery make a very strong contribution to the children's attainments. The quality of planning and particularly the use of assessment information are excellent and enable the children to achieve exceptionally well. In particular, there is a strong emphasis on individual learning and in working with parents and carers to help identify the specific learning needs of all the children. The recommendations in the last report have been successfully addressed. The manager is making sure that the nursery is constantly improving by identifying areas for development and by regular and rigorous, high quality self-evaluation.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- build on the existing excellent links between home, school and the nursery in order to develop transition arrangements further.

The effectiveness of leadership and management of the early years provision

There are excellent arrangements for safeguarding and protecting children. The safety and welfare of the children are high priorities for all staff at the nursery. For example, the manager has been rigorous about staff training and is keen to make sure that committee members also have the training and expertise to take responsibility for child protection matters. Risk assessments are rigorous and careful attention to the organisation, care and cleanliness of resources and security of the building ensures that children are exceptionally safe and well cared for.

The accommodation is well laid out. Creative use is made of every area which includes spacious, bright classrooms, interesting activities for outside play and a small garden for quieter times. Resources are deployed exceptionally well and enhanced by the use of the neighbouring school's equipment and field. As a result, children are able to play, learn, join in vigorous physical activities, experiment and investigate in a stimulating environment which is fit for purpose. The quality of equipment, toys and books is very good. As a result children's imagination and interest is captured by such things as photograph albums and books which they have made themselves. The children's obvious delight and enjoyment in being at nursery school is a significant factor in their outstanding personal, social and academic development.

The manager is exceptionally good at embedding ambition and driving improvement. She has high expectations of the staff and has made sure there is a good training programme in place. Planning and assessments are of the highest quality. Children's delightful learning journals are evidence to the emphasis placed on meeting the individual learning needs of every child. In particular, evaluations are rigorous in pointing to the next step to take when staff record a child's achievements on 'learning story observation forms'. Children with special needs or difficulties, and those with English as a second language are also catered for exceptionally well. They are fully included and children learn to appreciate other languages and cultures. Staff also take the time to liaise with other agencies and schools to ensure that children have the best support to enable them to make a smooth transition to the next stage of their education. The links with the school are strong but this is an area the manager has identified for further development. There are excellent links with parents and carers. All information is easily available and parents and carers are given many opportunities to find out about how their children are getting on. The manager listens to parents and carers concerns and/or suggestions and, as a result, there is an outstanding partnership between home and the nursery. The excellent procedures to secure the well-being, learning and development of all the children are the core of this successful relationship. Despite these already strong partnerships the manager has identified that they can be even better promoted through home visits before children start in the nursery.

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

During the inspection only the two-year olds and younger three-year olds were on the premises. The pre-school children were on a trip, part of the extremely well planned curriculum to stimulate their learning and development. Other evidence, for example, wall displays, photograph albums, children's learning journals, questionnaire returns and letters from parents support the judgement that Noah's Ark Nursery is outstanding, and provides exceptionally well for all the children.

Children are extremely keen to come to nursery because they enjoy themselves and learning is great fun. They feel safe and secure, and parents and carers willingly stay and help staff prepare exciting activities. The two and three year olds are very well supported by all adults and make exceptional progress in all areas of learning. During a cookery activity, children concentrate for significant periods. Adults develop the children's speaking and listening, and mathematical skills as they explain how to weigh out the ingredients and mix the dough. The children enjoy tactile experiences and experiment and investigate with shaving foam, corn flour 'gloop' and play-dough. They are free to play inside or outside and successfully develop their physical skills when they paint on large pieces of paper. They experiment and paint the chairs as well but know that they have to wash them afterwards. They develop their cooperative skills and willingly work together to clean up. Children can successfully develop their imaginations when they use the school grounds to go on a 'bear hunt'. As a result, children thrive and learn in an atmosphere of excitement, enthusiasm and discovery where adults value them as individuals. Children learn basic hygiene routines and are independent about looking after themselves. They know about healthy eating and give their opinions about which foods they like or dislike. Adults listen to the children and take their opinions seriously.

The nursery is extremely successful in creating opportunities to stimulate new experiences and good learning. For example, wall displays and photographs showed the older children on a local visit where they were involved in a 'number hunt'. Paintings, captions, children's comments and displays show that projects and themes are sometimes adult initiated as well as those which stem from the children's own interests. The frequent use of 'learning story observation forms' provides evidence to support rigorous assessments and planning in all areas of learning for children of all ages. Consequently, children make the best progress possible because adults seize upon the activities that motivate children's desire to find out more, to do and to learn.

Visitors to the nursery include members of the community, such as the police and the fire brigade, as well as entertainers. Children learn about the wider world by fund-raising and by supporting a child in India. Parents and carers willingly visit the nursery to tell the children about different cultures and traditions, for example, how to put on a sari. There are equal opportunities for all and diversity is celebrated, for example, by learning other languages. As a result, all children grow in confidence and self esteem. Partnerships with local schools are excellent and the manager is developing this area further to make the transition from nursery to the

reception class even more successful. Children are extremely well prepared for the next stage of their education and are excited about learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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