

Noah's Arkley

Inspection report for early years provision

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Inspection date

20/05/2011

Inspector

Carolyn Hasler

Setting address

Rowley Lane Maccabi Recreational Trust, Rowley lane,
Arkley, Barnet, EN5 3HW

Telephone number

020 89589676

Email

juliahdavis@tiscali.co.uk

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 Arkley is a privately owned nursery. It originally opened in 1980 and move to the current premises in 2007. It operates from a sports social club that is situated in Arkley, within the London borough of Barnet. Children have access to an outdoor play area. It is open from Monday to Friday during term time only. On Mondays it is open from 9.30am - 2.30pm; Tuesdays to Thursdays the opening hours are 9.00am to 2.30pm, and it operates from 9.00am - 12.30pm on Fridays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This provision may care for no more than 46 children under eight years; of these, not more than 46 may be in the early years age group, and of these, none may be under two years at any one time. There are currently 45 children aged from two years to under five years on roll, some in part-time places. The nursery has a number of children with special educational needs and/or disabilities.

There are 11 members of staff, eight of whom hold early years qualifications to at least level 2. One member of staff has recently achieved Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides both a welcoming and inclusive service. Overall, they have been successful in introducing the Early Years Foundation Stage into their practice. However, there are several areas for improvement recommended. All key people are enthusiastic and motivated, and understand the importance of continual improvements. There is a good level of improvement since the last inspection.

What steps need to be taken to improve provision further?

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

- increase opportunities for parents to contribute towards children's initial assessments
- review the regularity of evacuation procedures to take account of children attendance patterns
- review systems to monitor the effectiveness of record keeping this refers to documents related to children's health

The effectiveness of leadership and management of the early years provision

Key people involved in the safeguarding of children have a good knowledge and understanding of their roles and responsibilities to keep children safe. Policies and procedures ensure key people have the necessary information. Interagency links are made with professional bodies where appropriate. The leadership and management team are secure in their knowledge of safe recruitment and maintain appropriate checks. Children's environment is risk assessed and a safe environment is maintained. Whilst fire safety is generally considered, evacuation practises do not take account of children's attendance patterns and may be an area considered for improvement.

There are a number of highly qualified key people working with children. Qualifications range from Early Years Professional Status, to National Vocational Studies in Childcare (or equivalent) levels 2-3. The setting has appointed designated roles to some members of staff to support safeguarding and special educational needs. The setting ensures that a first aider is on hand at all times. The staff team are well established and work well together to support the effectiveness of the service they deliver. The leadership and management team have developed their service, adapting to the Early Years Foundation Stage. The setting has begun the process of evaluating their service and they have identified areas for improvement. For example, the manager intends to further develop accessibility for children to information, communication and technology, and to develop a broader range of resources that reflect diversity. However, on occasion monitoring systems to ensure that documentation related to accidents are fully completed, are not wholly effective. Issues raised at the last inspection have been fully met. Overall, the setting's self evaluation reflects the service children and their families can expect to receive.

Resources are varied, fit for purpose and support children's development well. Good use is made of both inside and outside space, and children are encouraged to explore space freely. Key people are skilled at supporting learning in a holistic and sensitive way. They help children to enjoy their learning experiences because they provide children with time to absorb and extend learning through their own ideas and interests. Key people collect information from parents based on children's interests and their welfare needs. This is not yet effectively valuing parents' understanding of what their children already know. However, key people build a picture of what children can do through observations, both narrative and spontaneous. These observations are linked closely to the Early Learning Goals, and inform planning that is flexible and takes account of children's individual interests and abilities, extending their experiences as a consequence.

Key people provide an inclusive service. There are systems in place to identify children with special educational needs or disabilities, and these are effectively planned for. For example, the setting makes reasonable adjustments to furniture and equipment to accommodate children with mobility limitations. Where appropriate, interagency partnerships are established to ensure children get the support that they need. Key people appropriately and actively promote equality

and diversity. They help children understand the society they live in through introducing them to other's faiths and cultures. Key people provide children with resources to focus on, and plan activities to encourage children's interest and awareness of others.

The setting's relationships with parents and carers are positive and well established. Parents are able to access daily information and there is an open door policy. Parents have access to information boards and receive regular newsletters or e-mails to keep them informed about current interests. Parent's views are collected and acted upon. For example, parents have requested an open day for new children. Parents are encouraged to play a key role in settling in children. Show and tell activities and prior information about focused planning encourage parents to contribute and support children's ongoing learning. Key people regularly share developmental records and encourage feedback from parents. The setting fosters relationships with local schools providing developmental documents to support the transition to the child's starting school.

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

Children separate well from parents and settle quickly into the setting, because key people work effectively with parents to support the transition from home into the setting. Children build secure relationships with key people and this helps them feel safe. Their independence from adults is encouraged as they attempt most things for themselves. Children are caring and helpful towards others, and manage their behaviour well. They are building friendships and engage in shared games and activities, learning how to cooperate, take turns and negotiate with others. Their social skills are consistent to children who feel a sense of belonging and are confident and self assured.

Children engage in well established hygiene routines. Visual aides and practical tools in the bathroom areas support children's independence. Outside and inside spaces are set out to support physical activity, and used well by children who show lots of energy. There is a variety of physically challenging activities available, such as rolling down the hill, tricycles, balls, hoops and bucket seats to rock in. Children contribute to snack time and are fully independent in choosing when they stop for snack and what they eat and drink. Drinks are on hand throughout their day, and children are able to pour these for themselves. Children learn about oral health through project work and get to role play visiting a dentist.

Children enjoy coming to the setting; they have lots to choose from and can help themselves from zoned areas. There are lots of conversations with children taking place throughout the setting. They are encouraged to share their thoughts and feelings through well placed open questions from their key workers. They hear language and absorb and extend their own vocabulary within play. In turn, children show enquiring minds in all that they engage in. Children see letters and words all around them and are actively encouraged to recognise their own names written down. They have opportunities to explore mark-making with a variety of

different materials, such as paint and crayons. Resources to support problem solving, reasoning and numeracy are varied and challenging, and children are engaged in their exploration, design and working out how things fit together. They explore numbers, colours and shapes. Concepts, such as size and volume, are measured. Children are encouraged to explore technology, accessing a variety of resources such as magnets and cameras. However, although the setting has computers, children were not seen to be interested in these areas. Children are encouraged to become familiar with their natural environment by walking in the woods at the back of the setting, looking for interesting things to bring back and study. They are involved in planting and growing activities, and have opportunities to observe the changes of seasons and weather. Children are making good progress in their learning and developing future skills.

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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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