

# Noah's Ark Childcare Centre

Inspection report for early years provision

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**Unique reference number** EY272338  
**Inspection date** 26/03/2009  
**Inspector** Janet Butlin

**Setting address** Noah's Ark Childcare Centre, 13-15 Brunswick Road,  
Cattedown, PLYMOUTH, PL4 0NP  
**Telephone number** 01752 601888  
**Email** noahs@btconnect.com  
**Type of setting** Childcare on non-domestic premises

## 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.

## **Description of the setting**

Noah's Ark Childcare Centre is one of five nurseries run by the Noah's Ark company. It opened in 2004 and operates from a converted house. The ground floor comprises two large activity rooms, a cot room and a feed preparation room for the babies. On the first floor, there are four activity rooms. A lift is installed so that there is disabled access to all areas of the building. It is situated on the edge of Cattedown and is in very close proximity to Plymouth city centre. The outdoor area is secure and contains a range of play equipment for the children to use. The nursery is open each weekday from 07:30 to 18:00 throughout the year. It also provides after school care and holiday play schemes for children up to the age of 12 years. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 50 children under the age of eight years at any one time. There are currently 80 children aged from birth to under eight years on roll, all of whom are in the early years age range and 19 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery employs 16 staff, 12 of whom hold appropriate early years qualifications. Four staff are working towards a qualification. The nursery receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are kept very safe and are cared for sensitively and in accordance with their individual needs. A warm welcome is extended to parents who have opportunities to be involved in their child's learning. Working more closely with other provision attended by children has been identified by the nursery, through a process of thorough self-evaluation, as an area for development. They have already implemented some of their improvement plans and their capacity to maintain continuous improvement is good.

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

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

- develop ways of working with other providers and parents as partners in planning for children's learning and development
- continue to consolidate implementation of the new methods of planning and assessment to ensure all staff are confident in supporting children towards the next steps in their learning

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

The setting conducts highly effective self-evaluation, involving all staff in the process. This has resulted in improvements to the setting that have had a

beneficial impact on children, for example extended risk assessments have improved safety and better use has been made of the available space to meet children's individual needs. All recommendations from the previous inspection have been thoroughly met. They have created a clear plan to move the nursery forward and continue to improve outcomes for children, for example, developing and strengthening ways of working with other provision attended by children. A strength of the setting is the highly committed staff group who are dedicated to continuous improvement and ensuring children are happy and well cared for.

Parents are keen to communicate their total satisfaction with the care provided and the welcoming atmosphere that prevails. They speak knowledgeably about their children's progress through the Early Years Foundation Stage as communicated to them by the nursery staff. Staff respond to parents' requests for specific assessments as well as seeking their involvement in planning for children's unique needs. Some children attend other settings and at present, there is no arrangement in place to aid communication in order to work in partnership. The setting values children's home languages and works closely with parents to ensure cultural diversity is embraced and respected.

The environment is carefully planned to ensure children have equality of opportunity in their play and development. For example, if their stage of development is such that they benefit from moving to another room with resources that will extend and stimulate them, this is carefully arranged in consultation with parents. Children are kept very safe in the setting and are further supported by staff's secure understanding of the child protection procedures. The setting have helpful policies to refer to and up to date guidance to use in the event of having a concern. Strong emphasis is given to safeguarding children and the nursery ensures that all who come into contact with children are suitable to do so.

## **The quality and standards of the early years provision**

Children are making good progress towards the early learning goals in all areas of learning. Very effective and conscientiously maintained observations and assessments are used to inform weekly planning. Staff really enjoy creating these plans, which focus on individual children's next steps and overall children are supported well. Babies and young children are happy and extremely well settled, confidently exploring the resources and developing their mobility. Older children have eager dispositions to learning and are constantly engaged in purposeful play. Staff are well deployed and are very aware that freely chosen activities have the potential to support many areas of learning, but opportunities are not consistently taken to challenge children by, for example, encouraging them to order, sort and count in their free play. Very good emphasis is given to helping children explore sounds within words and to enjoy rhyme. They delight in listening to group story times and eagerly predict the rhyme at the end of the line. They also confidently list words that sound the same to go into their 'silly soup' made of rhyming words. They confidently operate computers and make marks, describing the shapes they have drawn. Children use their imagination as they develop role play and create models from a variety of materials. Many children sustain their concentration for substantial amounts of time at their chosen tasks. Because of the layout of the

building children are unable to take themselves to the toilet, but in all other respects their personal independence is remarkable. They mop up spills, help to tidy away the resources, wash their hands carefully and put on their own coats.

Children's health is given very high emphasis. They enjoy extremely healthy snacks comprising of plentiful amounts of fresh fruit. They also have freshly prepared cooked meals which have regard to their individual dietary requirements. Children relish their meals and have access to drinking water in every unit. They enjoy the health giving properties of fresh air every day, using the nursery's outside play area. They benefit from the setting's conscientious regard to protecting children against the harmful effects of the sun. This is also promoted in information sent home so that parents are embraced as partners in promoting good health. Children learn to protect themselves by washing their hands before they eat and even young babies enjoy splashing in the water to ensure they are thoroughly clean. All systems are in place to respond appropriately in the event of an accident or a child becoming unwell whilst at the setting. Children are kept safe as the premises are secure and a rigorous record is kept of the times of attendance of all on the premises. They are confident in the procedure to be followed in the event of an emergency and all appliances are regularly tested. Children are extremely well behaved and respond to the calm, respectful manner of the staff. They learn to be personally independent from a young age and to respect the feelings of others which equips them with skills for the future.

## 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*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 1 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 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