

Noah's Ark Childcare Centre

Inspection report for early years provision

Unique reference number EY426951
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Inspector Anne-Marie Moyse

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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 Ark Childcare Centre, at Stonehouse was registered in 2011. It is owned by a private company who have seven settings in Devon. It operates from a converted school building, situated in Stonehouse, near to Plymouth city centre. Children are cared for in three units to suit babies, toddlers and pre-school children. There is an enclosed outdoor play area.

Care is available to children aged from three months to eight years, from Monday to Friday, between 7.30am and 6.00pm each day, all year round. The centre is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register, to care for a maximum of 55 children aged under eight years, 55 of whom may be in the early years age range, at any one time. Currently there are 75 children aged from birth to under five years on roll, with six older children attending after school. The centre is in receipt of early education funding for children of two, three and four years of age.

There are ten staff, including the manager, employed to work with the children, eight of whom hold early years qualifications. The manager holds Qualified Teacher status and Early Years Professional status. One member of staff is working towards her Early Years Professional status, and one is working on her foundation degree in childcare studies.

The setting collect children from Pilgrim Primary School and High Street Primary School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children and parents are given a warm welcome to the nursery and children's needs are well known and supported effectively. Good use is made of the environment, which provides comfortable, safe and spacious learning areas for children. Children are supervised effectively and overall staffing arrangements meet their needs. Generally, systems are in place to monitor and plan for children's learning appropriately, helping them to make good progress in their development. The nursery has already developed a reflective approach and is able to identify areas for further improvements.

What steps need to be taken to improve provision further?

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

- improve the systems for observation and evaluation of the children's learning

and use this information more consistently to identify and plan purposeful learning experiences that will challenge every child across all areas of learning, according to their own needs

- review how staff are deployed and organised so they effectively support the needs of the children attending.

The effectiveness of leadership and management of the early years provision

Health and safety are given a high priority and clear systems are in place regarding safeguarding. The setting uses robust systems to monitor and ensure that children are cared for by suitable persons. Generally, staff are deployed effectively and meet the required ratios, but at times, such as when settling-in, staff are not always well organised in order to fully support children's diverse needs. Staff understand their roles and responsibilities in following the detailed policies and procedures that underpin robust safeguarding practices at the nursery. Comprehensive risk assessments and daily checks by staff contribute to maintaining a safe and secure environment for children.

The nursery uses the roomy premises well and each group of children have spacious play areas in which they can move around confidently. Resources are of a very high quality and are easily accessible to all children. Images and resources in the nursery are used effectively to promote positive images of diversity and the wider world. Children who are learning English as an additional language are supported thoughtfully and are embraced by the nursery.

The nursery has established positive relationships with parents, and regular sharing of information contributes to consistent care for the children. Displays and information are readily available and staff quickly reassure parents about any concerns they may have. Parents meetings are offered where they can discuss their child's progress and development, which is attractively recorded in learning journals. The staff conduct regular observations and assess the current abilities of each child. Information gathered from parents is used in conjunction with the observation records in order to plan future activities and challenges for children. However, at present there are some inconsistencies with accurate evaluation and planning processes which results in only certain groups of children having activities purposefully planned for them each week to extend their learning and development. The nursery recognises the need to form solid links with other providers of the Early Years Foundation Stage in order to provide consistency between settings. Positive links with local primary schools are already in place and have aided children's smooth transition onto school.

Regular reviews and evaluations of the nursery are already in place and used effectively to drive improvements. Staff are reflective and are confident to assess and identify areas for their own development. In addition to quality visits by the local authority the nursery have their own internal quality assurance processes. An area manager provides support and completes monitoring visits to identify areas for attention, such as better use of the outdoor area, to improve outcomes for

children.

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

Children's individual needs and routines are identified and respected, and they are cared for in rooms which suit their needs best. The non-mobile babies explore their secure and meticulously clean environment safely. Their senses and curiosity is stimulated as they play with the various textures and materials in the low level baskets. Babies are encouraged to stand against the low level furniture to develop their muscles and balance. They enjoy listening to the music and joining in with action songs, listening attentively as the staff sing. They happily sit and look at texture and pop-up books, fostering a love of literature at an early age. They sleep in the main room, continually supervised by the staff to keep them safe. Babies bond well with the familiar staff and are quickly reassured when their key persons cuddle them, demonstrating their growing confidence.

Toddlers are cared for in an adjoining room, which has more challenging toys and resources for them to access. Messy play opportunities are available for all children and babies, at all times. Low level trays of gloop, sand and water promote children's exploration of the different materials, enabling them to make comparisons and contrasts. Small world play areas provide role play opportunities where children imaginatively care for the dolls and make cups of tea. At designated times, all children access the enclosed outdoor area. The toddlers climb and slide on the fixed equipment and run around waving the ribbons watching them flutter in the wind, developing their control and coordination. Some explore the vegetation and look for a caterpillar with the staff. Others enjoy playing with the trains and vehicles on the mat, or explore the sensory materials stored outside. Children carefully balance as they walk along the wooden planks seeking support from staff until they develop their confidence.

The pre-school group of children have free access to three rooms, well-organised into different learning areas. The messy rooms have various craft, paint and creative materials to support children in design and mark-making. Children know to put on aprons before they paint or play with the water. Children are fascinated as they spoon the rice and water around the tray commenting on the patterns made and the feel of it. Children freely express themselves on the changes in colour as the foam and paint mix together, and draw with their fingers to develop pre-writing skills. Books are well used as children sit and listen to stories read by staff individually and at group times. Children's love of books is apparent, as they will select their own choice independently, respectfully turning the pages and looking at the pictures. Children enjoy chatting to the staff as they sit and construct crowns out of the interlocking shapes, with other children making positive comments about their friends achievements. Children's home languages are acknowledged as staff build up a vocabulary of key words to use with them and support their language skills in their play. Children are challenged as they manipulate the puzzles and magnets resolving problems and deciding how to make

them fit together successfully.

All children are offered very healthy and appetising foods throughout the day, which are freshly prepared on site. Plenty of fresh fruit and vegetables are included in the day to help children develop a healthy lifestyle. Drinks are freely available and labelled with children's names and photographs helping even the younger children to drink whenever they are thirsty. Children learn good hygiene routines from an early age as they wash hands before eating and when appropriate. Children are forming some firm relationships with both the staff and others that attend. They understand the routines of the setting and are polite and helpful to each other.

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