

# Noahs Ark Playgroup

Inspection report for early years provision

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<b>Inspector</b>	Aileen L King

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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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 Playgroup was established in 1990. It operates from the Pentecostal Church, James Street, Coalville, Leicestershire. A maximum of 40 children may attend the playgroup at any one time. The playgroup is open on Monday, Wednesday and Thursday from 9.30am to 1.30pm, and on Friday from 9.30am to 12.30pm. All children share access to a secure enclosed outdoor play area. There are currently 50 children aged from two to under five years on roll. Of these, 36 children receive funding for early education. Children come from the local area. The playgroup supports children with special educational needs and/or disabilities and also those who speak English as an additional language.

The pre-school/playgroup employs 12 members of staff, including the manager. Of these 11 hold appropriate early years qualifications, 10 at level 3, one level 2 and one member of staff is unqualified. The manager is working towards level 5. The group is a member of the Pre-School Learning Alliance and receives support from Leicestershire Early Years through visits from a mentor teacher. There are links with other providers in the locality. The playgroup is on the compulsory part of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Noah's Ark Playgroup is particularly adept at ensuring children are very well settled and feel secure in their learning and development. The partnership with parents and carers is highly effective and several parents have a long association with the group. Staff are skilled in engaging and motivating children whilst at the same time promoting welfare and well-being. Teamwork in the playgroup is a significant strength and means support for children and their learning is mostly seamless and cohesive. This whole team approach results in excellent capacity towards continuous improvement.

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

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

- enhancing children's skills in problem solving, reasoning and numeracy, by providing further opportunities to explore three-dimensional shapes.

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

Safeguarding is excellent. The staff are extremely vigilant in ensuring that those who come in contact with the children are carefully vetted. This is part of the recruitment process for new staff. Staff training is undertaken regularly and staff

are fully aware of what to do if they have any concerns about children's welfare and well-being. Policies and procedures are in place and cover the required elements very comprehensively. There are strict procedures within the premises to keep children safe and free from harm. Leadership and management in embedding ambition and driving improvement are outstanding. This is because of the excellent team work and because staff work together in a highly productive way. There is very much a shared vision for what the children can achieve and the staff work tirelessly towards this end. The commitment to the children is very evident and is borne out by the highly positive comments from parents and carers. There is no sense of complacency, and children's learning and development are tracked and monitored very carefully.

Resourcing is high quality and this includes the staffing arrangements. The ratio of children to adults is very good and this means that children receive excellent levels of support in their learning and development. The way in which the premises are managed is also carefully considered and this means that children have equal access to the full range and variety of activities provided. This impacts very positively on the inclusive nature of the provision and all groups of children are very well included. Many activities complement the dynamics of the group and diversity is celebrated and promoted. For example it acknowledges a range of traditions, cultures and beliefs. The staff are very adept at meeting the children's different needs and enabling them to feel settled and secure to the benefit of their learning. Self-evaluation is tackled as a team effort and results in a very clear and candid view of the effectiveness of the work undertaken in the group. Many improvements have taken place, for example to extend the use of the outdoors and to enhance partnerships. The recommendations from the previous inspection to record children's development and inform planning have been addressed successfully. The learning journeys now provide a highly comprehensive and very detailed account of children's progress and are much appreciated by parents and carers.

Partnerships with outside agencies and other providers are highly productive. This means that information is passed on when children leave the group to go to school. Also support from a range of other professionals means the children's needs are met very well. Links within the community, for example with the optician and a bee keeper, are used very well to offer the children a range of different experiences. The partnership with parents and carers is excellent. From when children first arrive in the morning parents and carers are made to feel very welcome and are encouraged to get involved. Parents and carers are highly appreciative of the work of the staff and comments, such as 'fantastic' and 'brilliant' are used often. The group has enhanced the links with the parents and carers. This means that at the end of the session parents are invited into the group and are encouraged to linger, chat with the staff and look through their children's learning journeys. Parents' views are valued highly, acted upon and acknowledged by the manager.

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

Outcomes and the progress the children make in their learning and development are frequently good and sometimes exceptional. The children thoroughly enjoy their time in the playgroup. A significant strength of the work of the staff means that children who are unsure are made to feel settled and secure. This has a highly positive impact on what the children can achieve from their relative starting points. Some children have made significant progress, particularly in speaking and language, since starting in the group. Children are all encouraged to participate and be involved and this is enhanced because of the excellent support from staff. Children are also able to work and play independently and develop their own ideas.

Due to the way in which staff interact with children, those who find settling difficult are able to make great strides in building their confidence and this means children feel very safe. This is very evident from their demeanour and the way in which they approach adults secure in a very positive response that their ideas and suggestions will be valued and appreciated. Children behave very well. This is due to the effective strategies the staff use to promote a highly positive ethos based on excellent relationships. Healthy eating and being active and energetic are very much part of the work of the group, and this is valued by parents. During the sessions there are several excellent opportunities for the children to be outdoors, using a range of equipment to be active and energetic. Dance and movement sessions are very much enjoyed by the children and also the staff, who are very active and motivating participants in encouraging children to exercise and have fun at the same time. The children's contribution is highly positive as their enjoyment is evident and they have very good attitudes to their learning and to each other. Children can choose from a very wide range of activities. This means they are able to make their own choices and decisions and have input into their own learning and development.

The programme of activities to promote learning and development, especially in communication and language, means the children are making excellent headway in acquiring basic skills. Specific times are set aside to promote the children's listening skills and enhance their vocabulary. These are reinforced by the staff during incidental opportunities as the children play and enjoy themselves. It is down to the expertise of the staff that this happens in a relaxed yet productive way. Children have very good opportunities to count, and explore two-dimensional shapes, working with three-dimensional shapes is also covered, but the staff recognise that this aspect should have more focus. All aspects of the children's learning and development are catered for, from exploring and investigating natural materials outdoors to developing art techniques to create colourful and attractive designs.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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

Met