

Noah's Ark Nursery School

Inspection report for early years provision

Unique reference number 127411
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Inspector Beryl Witheridge

Setting address The Bristol Huts, Birchington Primary School, Park Lane,
Birchington, Kent, CT7 0AS
Telephone number 01843 843135
Email jam.marsh@ukonline.co.uk
Type of setting Childcare - Non-Domestic

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 Nursery opened in 1994 and operates from a refurbished self contained unit in the grounds of Birchington Primary School hall. It is situated in Birchington, Kent . A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 16.00 and the after school club operates from 15.00 to 17.30 term times only with some additional holiday club weeks. All children share access to a secure enclosed outdoor play area.

There are currently 62 children aged from two to under five years on roll, with an additional 28 attending the after school club. Children receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The nursery currently supports a number of children with learning difficulties and disabilities and can also support children who speak English as an additional language.

There are nine staff working with the children, of these five hold an early years qualification to National Vocational Qualification at level 2 or 3. Two staff have completed the Kent Advanced Play-Work certificate and one staff member is completing a degree in early years studies.

The group receives support from the Early Years Partnership.

Overall effectiveness of the early years provision

Staff have a sound understanding of the Early Years Foundation Stage (EYFS) and how children progress. Planning is starting to take account of children's needs and their wishes. Children's welfare is promoted and the staff are very aware of the needs of the individual child. The nursery works in partnership with parents and has forged good relationships with the school and other outside agencies. The evaluation and assessment are beginning to identify areas for improvement and the management are taking steps to extend and improve the service they offer for both children and parents.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- ensure children and staff's safety through improved staff deployment and use of premises
- review the behaviour management procedures so that staff are aware of what children are doing and know how to deal with it appropriately
- practise the emergency evacuation regularly so that all children know how to protect themselves in an emergency

- continue to review the risk assessment for the equipment and premises both indoors and out and keep a clear record of these

The leadership and management of the early years provision

Children benefit from a bright and welcoming environment. The premises have been recently renovated and this has had a positive impact on children and staff. Resources are accessible and children can choose what they would like to play with. Risk assessments are carried out but a clear record of these is not in place. Children are supervised at all times both indoors and out but staff deployment and how the premises can be best used are areas that require better management. Staff are well qualified and have the opportunities to attend training courses. Staff appraisals are carried out regularly and staff supervision to be introduced to allow management to address any issues which may arise immediately. The evaluation and assessment of the nursery's progress is still being put into place by management, but they are aware of the importance of this in meeting children's different needs and providing a full curriculum.

There are policies and procedures in place and these are currently under review and management will ensure that these will be freely available to all parents. The staff speak to parents on a daily basis about their child and do an annual review when they share the children's records with them. However the records are not clear, children's next steps are not always identified and their starting points have not always been recorded so it is difficult for staff to explain to parents how their children are progressing. There are good working relationships with the local school as well as outside agencies who are involved in the children's care. They also receive support from the local authority.

The staff are committed to promoting the children's welfare. They ensure that children are treated according to their needs and provide inclusive care for all children. Staff caring for the children have all been checked and management ensure that they are suitable to do so. Safeguarding training has been undertaken and staff are aware of their responsibilities towards the children in their care.

The quality and standards of the early years provision

There is a good range of activities suitable for children under eight years. All resources and equipment are good quality and checked regularly for any damage. Outdoor play is available on a daily basis, meaning children benefit from the regular exercise and fresh air and helps to promote their physical development. Most of the toys are stored at children's level so they are able to choose what they want to do. Their independence is being promoted appropriately. Activities are mostly fun, but are sometimes not challenging enough to keep the children interested. Planning is not fully up-to-date or currently being fully implemented so staff are missing chances to stretch and extend children's learning.

Children are provided with a comfortable and safe environment in which their welfare is considered and promoted. Children are learning about the importance of

personal hygiene routines. An emergency evacuation procedure is in place, but has not been carried out regularly enough to ensure that all children understand the procedures, or the importance of keeping themselves safe. The nursery has discussed the importance of road and car safety with the children. Children are provided with regular drinks and snacks such as fruit, vegetables, toast and sometimes biscuits, introducing them to the concept of a balanced diet.

Staff have a good understanding of how children learn, most have attended EYFS training or are booked onto a course. Children are provided with a range of activities and resources which encourage and support their progress in the areas of learning, but this is not fully recorded in their records. Children enjoy themselves and have fun. Children play happily with each other and have a good rapport with the staff who are good role models for the children. Staff work well together and have a positive attitude towards the children in their care and each other.

Children's behaviour is generally good and staff support this by encouraging children to respect each other and take turns. The children are very good at looking out for each other and being aware of others needs. However, staff are not always fully aware of what is happening in all areas of the room and fail to pick up on some disruptive behaviour such as children throwing sand at each other. Children are provided with a variety of learning opportunities in a safe and caring environment.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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