

Noah's Ark Pre-School Nursery

Inspection report for early years provision

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Inspector Fay Shelton

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Type of setting 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*.

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Description of the setting

Noah's Ark Pre-School was registered in January 2000 and is run by a management committee. It is situated in the Royal Borough of Kingston Upon Thames. The pre-school operates from a purpose built bungalow within the grounds of Our Lady Immaculate Church. Children have access to two interconnected rooms, a quiet room, three toilets, and a secure outside play area. The premises is within easy reach of local buses, schools, parks and a main line station. The pre-school operates from Monday to Friday, term time only; there are two sessions daily 8.40am until 11.40am and 12.15pm until 3.15pm. A maximum of 24 children may attend the pre-school at any one time, aged from two years to five years. There are currently 48 children on roll. The pre-school is funded for the provision of some free early education for three- and four-year-olds. The pre-school employs seven staff, one of whom is working towards an early years qualification. Two staff are qualified at level 3 and four staff are qualified to at least level 4, one of whom is has early years professional status. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school is registered on the Early Years Register. The pre-school is affiliated to the Catholic church and admission priority is given to baptised Catholic children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school provides extremely high quality care and education overall for children, so they make outstanding progress. Partnerships with parents, the local school and other agencies are a key strength. These contribute substantially to making sure that the needs of all children are met, along with any additional support needs. The pre-school successfully provides an excellent service that is inclusive to all families. Self-evaluation is highly effective and as a result, staff show that they have the capacity to make on-going improvements to the already high quality provision.

What steps need to be taken to improve provision further?

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

- expanding resources to encourage children to apply skills appropriate for their age in ICT.

The effectiveness of leadership and management of the early years provision

Staff fully safeguard children as all receive regular training, are well informed about their responsibilities for protecting children and do so most competently. Highly effective recruitment procedures are in place and staff hold appropriate qualifications. Robust risk assessments help keep children safe. Children are remarkably aware of how to keep themselves safe. All of the required policies and procedures are clear, in place and implemented extremely effectively. Self-evaluation is accurate, reflects the rigorous monitoring of what the pre-school does well and identifies any areas for development, such as for ICT. Management has high aspirations for quality through on-going improvement. They are outstandingly successful in inspiring the staff team to maintain high standards and continuous improvement.

Staff provide an enriching and inviting environment for children. The premises are exceedingly well organised in order to meet the needs of all children. Environments encourage their curiosity and independent learning. The outstanding deployment of staff at the pre-school further protects children's safety and provides important support for each child. Staff show a clear commitment to the children which means that they are extremely well cared for and are making rapid progress in their development. Staff have a comprehensive understanding of the Early Years Foundation Stage. As a result planning provides all children, including those with additional needs, with exciting and flexible experiences, which cover the six areas of learning. Portfolios of children's progress are very well organised; sensitive observations, assessments and photographs illustrate clearly excellent progress towards the early learning goals.

Staff work extremely closely with parents to gain a thorough understanding of each child's circumstances, abilities and needs, enabling them to identify and value each child. Consequently, children settle easily and are tremendously confident in their play and learning. The pre-school staff keenly encourage parental participation in a variety of ways, establishing an excellent partnership with them. For example, staff invite parents into the pre-school to read books and share stories with the children, to be a part of, and enjoy, children's learning. Staff have an exceptionally clear understanding of how to work successfully with parents and other agencies to support the inclusion of children with identified special educational needs and/or disabilities. They have established highly effective links with the local primary school. These successful communications help all children's confident move to the next stage of their learning.

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

All children show an exceptionally strong sense of security and feel safe within the pre-school, because of the excellent organisation and staff expectations. Consequently, children are very happy and exceptionally well behaved as their individual needs are extremely well met. The children confidently explore their environment with ease and try new experiences enthusiastically. They develop

excellent concentration skills and work determinedly to complete tasks, using their own ideas and imaginations to develop their creations. Children's personal and social skills are outstandingly well developed. From their early days at pre-school, children are highly confident in their relationships with others; for example, as they spontaneously co-operate with each other to clear away the toys and activities at the end of the session, knowing what staff expect from them.

Staff organise indoor and outdoor environments to cover all six required areas of learning, that successfully motivate children to learn. Children thoroughly enjoy applying their new skills, for example, problem solving when using intricate threading reels and laces. Children speak with confidence and listen attentively to each other. They use a computer competently, but have few other chances to use ICT. Children show consistently high levels of independence in their play and activities, as they freely choose what they wish to do. They satisfy their curiosity as they use a wide range of interesting resources indoors and out. Consequently, children establish a good basis for their future development and learning. Children develop their senses and physical skills as they access an excellent range of natural play materials. They take charge of their own learning, using their initiative to move equipment as they wish to build a 'stage' with chairs for the 'audience' and put on a brief 'show'. Children are able to strengthen their creative and imagination skills with high quality resources, such as an abundance of dressing up clothes that represent traditional dress of many cultures from around the globe.

The pre-school offers a wealth of opportunity for children to express their independence. Staff promote children's good health to an exceedingly high standard. Children make excellent progress in learning the importance of following a healthy diet and the benefits of exercise. Staff provide healthy snacks contributing to a balanced diet; for example, a selection of fruit and crackers at snack time. Staff make first class use of this time to discuss healthy eating with children. Children delight in taking on responsibility. They use tools extremely carefully, such as tongs to serve snack to themselves and each other. Hygiene is maintained to a high standard; a large majority of children clean their own hands after toileting and painting activities, without reminders. There is ample opportunity for children to use their physical skills in the outside area, on the quality equipment provided; for example, large climbing frames, tunnels and bikes. Children are eager to be outside.

Children demonstrate exemplary behaviour; staff are excellent role models. Children behave in ways that are safe for themselves and each other. They receive praise and encouragement throughout the day. Children are happy and consider each other as they make choices about what they want to play with. Overall, this inspiring and enriching environment clearly has a significant impact on the children's learning and development.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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