

# Noah's Ark Playgroup

Inspection report for early years provision

---

**Unique reference number** 253124  
**Inspection date** 01/12/2011  
**Inspector** Alison Putnar

**Setting address** The Church Hall, Church Hill, Kimberley, Nottingham,  
Nottinghamshire, NG16 2HY  
**Telephone number** 0115 9458 553 or  
**Email** noahs.ark.kimberley@live.co.uk  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Noah's Ark Playgroup was registered in 1992. It is run by a committee of parents and operates from the Holy Trinity Church Hall situated in the urban area of Kimberley. There is access to an outside play area. Children attend from both the local area and the surrounding towns and villages.

The playgroup is open during term time and provides occasional holiday care during the summer holidays, depending on demand. It operates Monday to Friday between 9.15am and 11.45am. A lunch club operates every day between 11.45am and 1.15pm. On Monday and Thursday children can attend all day as the setting operates from 9.15am to 3pm. The setting is registered on the Early Years Register and both parts of the Childcare Register and 26 children may attend at any one time. There are currently 47 children on the register including 25 funded three and four-year-olds. The playgroup currently supports children with special educational needs and/or disabilities and some who speak English as an additional language.

There are eight staff who work with the children on a part-time basis, four of whom have level 3 childcare qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic staff team work well together to create an inclusive environment where individuals are respected and valued. Overall, children's care and learning needs are met as the setting works closely with parents and some relevant professionals. On the whole, methods for assessing and planning for children's learning are effective. Children make good progress in relation to their starting points through the range of practical play activities they encounter. Children's welfare is protected through secure practices. A commitment to improving the setting is evident and implemented through generally effective methods.

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

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

- extend the use of the assessments of children's development, recording some next steps for each child to work towards, helping them reach their full potential, and share these details with parents and other settings children attend to provide greater continuity in individuals learning experiences
- provide increasing support and a structured approach to those children displaying challenging behaviour to help them achieve successful personal, social and emotional development
- encourage all staff's involvement in methods of self-evaluation and reflective practice to highlight strengths and priorities for development that will

improve the quality of the provision for all children.

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

Children's safety and welfare is well maintained in the setting. Staff fully understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. This is a significant improvement since the last inspection. Staff are vigilant of children's safety, supervising them well. Risk assessments are completed for the provision and outings to reduce the likelihood of accidents. Robust recruitment procedures are in place and checks are completed for staff and committee members to ensure their suitability to be around children. Records relating to the care for the children are well-maintained and shared appropriately with parents, providing continuity in children's care.

A welcoming environment is created and staff build good relationships with children and parents. As a result, children are confident to attend and settle to play quickly. A good range of activities are provided each day that enable children to build on the skills they have through play-based activities. Children's enjoyment is supported as they choose from the wide range of activities provided and also choose when to access outdoor play. Staff observe children in play and record their progress. They begin to highlight gaps in children's learning in order to plan for their development. However, less information is recorded for individual children's next steps. As a result, they may not make as much progress as they are capable of. Periodically, staff meet with parents to share children's development records. As this is less frequent, it somewhat limits the opportunities for parents, staff and other settings the children attend to all work together to support children to reach their full potential. The setting successfully works with other health or medical professionals to ensure children with special educational needs and/or disabilities are appropriately supported. More experienced staff use signs, symbols and gesture in the setting to aid communication with those at an early stage of developing language skills.

There is a genuine commitment to making improvements. As a result, steady progress has been made to address recommendations made at the last inspection. Through creating smaller zones in the main hall, children are better supported to play confidently in smaller groups. Through using the smaller back room and through effective grouping of children at times, staff ensure that story or singing times are pitched at appropriate levels for each child. The staff team actively seek and take on board advice from relevant support professionals, visit other settings and access short courses to enhance their knowledge and skills and bring new ideas to the provision. Consequently, improvements are made to support younger children in the setting through effective settling-in sessions and through improved methods for working in partnership with parents. Useful information is shared with parents when they first attend and relevant information is gathered to enable staff to provide for children's needs. Parents are encouraged to be involved in the setting through being a committee member or 'parent helper'. Those parents spoken to during the inspection were positive about the setting and regarded that

their children are safe and enjoy the activities. Through methods of self-evaluation the supervisors highlight strengths and areas for further development; however, other staff members are not always encouraged to regularly review the provision or share their ideas to maximise improvements.

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

Children make good progress and practise and develop skills for the future through the range of practical play activities they encounter. For example, they practise and strengthen their hand control for future writing skills when using threading activities and when exploring scissors, pens and brushes during the craft activities. Some older children attempt to write their own names on cards for festivals. Most children make secure progress in their personal, social and emotional development as an effective foundation for future learning. Those new to the group settle quickly through the support and comfort provided by staff. Many children are confident to access activities independently and make choices to play indoors or outdoors, keeping them active and involved. They begin to learn to manage their personal needs through the accessible toilet and hand-washing facilities, or when attempting to put on their coat to play outdoors. Children maintain a positive self-esteem as individual support, encouragement and praise are given as they persevere or attempt new skills, such as joining construction pieces or completing a jigsaw puzzle. Positive techniques are used to challenge unwanted behaviour; however, this is not always consistent and effective. As a result, some children in the group are less aware of the effect of their behaviour on others as they throw toys or run around indoors causing minor accidents to themselves and others. More experienced staff begin to help children consider safe practices through discussions. For example, a child recalls they need to sit down with the scissors so they do not get hurt.

The setting recognises the importance of promoting children's awareness of diversity throughout its work. Consequently, children's knowledge and understanding of the world is well supported because differences are recognised and valued. Children enjoy tasting foods from around the world and create artwork for a variety of festivals and events. They show wonder as they explore exotic animals during a visit from a zoo and learn about people who help us when talking to visitors from the police and fire service. The setting recognises that some children learn better outdoors and, as a result, are developing the variety of activities provided outside. As well as developing physical skills, children explore aspects of nature as they plant and care for bulbs and tomato plants. Some are encouraged to explore early mark-making skills as they create patterns in sand or use water and paint brushes to make patterns on the patio. These increased outdoor activities also enable children to benefit from exercise and fresh air to support a healthy lifestyle. Children follow good hygiene routines, cleaning their hands before their healthy snack of fresh fruit, milk and water. Staff sit with the children at mealtimes to support social skills of using good manners and remaining at the table to eat.

Children enjoy their play as they make choices from the activities presented by

staff. Staff follow children's interest to encourage their concentration. For example, the planned activity to write letters to Santa is changed as several children want to use the resources to make wrist bands they have seen worn by their favourite television characters. Younger children enjoy playing imaginatively with role play resources, such as, making food for their friends or taking the dolls on walks. Children's language skills are developing as staff engage in play with them. Story times provide opportunities for children to develop their confidence to talk in larger groups and also practise listening skills. The comfortable book area is used well by the children who independently look at the pictures or enjoy listening to a story read by staff, supporting their reading 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*

### 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>            | 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 |
|--|---|

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

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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