

Noahs Ark's

Inspection report for early years provision

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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*.

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 Day Nursery is privately owned and opened in 2003. It operates from four playrooms in a ground floor building with a secure outdoor play area. It is situated in Wood Green, close to the high street shopping centre in the London Borough of Haringey. It serves the local community and surrounding areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 46 children may attend the nursery at any one time, all of whom may be in the early years age group. There are currently 79 children aged from three months to five years on roll. The nursery receives funding to provide free early education for children aged three and four years. It currently supports children learning English as an additional language. The nursery opens from 8am until 6pm, Monday to Friday, all year round. Children attend for a variety of sessions. The nursery employs 17 members of staff. All, except one staff member, hold relevant qualifications ranging from levels 2 to 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery supports children well overall in making good progress in their learning and development. Staff meet the individual needs of all children successfully, in partnership with parents and other professionals. Procedures to promote children's welfare are effective. The management and staff evaluate the nursery provision well. They are meeting all recommendations from the previous inspection and show a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- link the indoor and outdoor environments, where possible, so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

The manager and her staff have a good understanding of the importance of safeguarding the children in their care. Training in this area is a priority, which means that staff continuously update their knowledge and skills. Rigorous recruitment, vetting and induction procedures assess the suitability of staff to work with children. Required records are in place and maintained well. Staff carry out daily safety checks and regularly review risk assessment systems to address any

hazards. Staff follow good hygiene procedures, such as supporting older children to wash their hands and keeping younger children clean.

Staff build effective and supportive partnerships with parents, which helps them to meet children's individual needs successfully. The key person system is effective and parents know who to speak to at anytime. The nursery actively seeks and values feedback from parents. Parents are very positive in their comments about the nursery. They particularly appreciate the warm, caring and homely atmosphere. They receive daily verbal feedback from staff, along with daily contact books for younger children. Staff regularly share development records to keep parents fully informed about their children's progress. Attractive photographic displays give parents a good insight into the range of activities available and what their children are learning as a result of these experiences.

Children have easy access to a wealth of clean and safe resources throughout the nursery. Resources are available at low levels so that children can access them easily. The outside area is small and children do not always access it freely, which has some limitations for them to benefit from outdoor learning.

Staff have good partnerships in place with the local authority to enhance inclusive practice. For example, they work closely with an advisory teacher and take part in a quality assurance scheme in order to improve outcomes for all children. Staff provide a welcoming and inclusive environment, where they value children's individuality. Many visual prompts around the nursery help children to recognise signs and instructions, particularly those learning English as an additional language. Staff help children to celebrate the rich diversity of their nursery community, for example, they invite parents to share their home languages and traditions.

There is a clear commitment to the continuous improvement of the nursery. The management and staff have effectively addressed all previous recommendations. Following the last inspection, they immediately put plans in place, resulting in improvements to children's welfare and learning experiences. The staff team includes qualified, caring and experienced practitioners, who sensitively evaluate their practice. As a result, there is a good understanding of the nursery's strengths and areas they wish to develop. Staff are work well throughout the nursery and receive effective support from the manager.

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

All children play and learn in an exceptionally busy and productive atmosphere. Staff support babies and toddlers very well. For example, staff successfully follow individual routines for sleeping and feeding, and provide comprehensive information about the day to parents. Babies and toddlers form close bonds with staff and are developing a sense of belonging. All children have easy access to the good quality and diverse play resources. Children play enthusiastically and purposefully, confidently making choices as they move between activities or make

up their own games with their friends. They interact well with both staff and their peers and demonstrate strong friendships.

All staff complete effective observations and assessments of all children's achievements and maintain these well in individual learning folders. Staff use these assessments to plan clear individual learning targets for all children, which they link to the Early Years Foundation Stage curriculum. Staff know children well. They consistently organise the environment to ensure that it is interesting and welcoming for all children and that they can initiate their own learning and development. The substantial daily curriculum and the weekly planning of activities ensures that a comprehensive range of both child-led and adult-led learning takes place.

Children talk with staff and their friends; they share, take turns and play together. For example, they confidently explore how to fit one jug into another and make suggestions to solve the problem. They behave well and help staff to tidy the toys away or sweep the floor. All children, including babies, enjoy exploring early writing, such as using paintbrushes or making footprints. Children are learning to count and they recognise the 'number of the week'. Such activities and support from staff ensures that all children are making good progress and are well equipped with the skills that will help them in the future.

Children have good opportunities to learn about keeping themselves healthy. For example, older children wash their hands independently before meals following clear hygiene routines. Staff frequently offer drinks to babies and toddlers while older children confidently help themselves. Staff actively promote healthy eating and all children enjoy nutritious vegetarian meals and healthy snacks. Children benefit from the extensive indoor space where they can run around during some activities. This space provides some compensation for the very small outdoor area; however, staff do not use the outdoor space to its full potential, which has some limitations for children to enjoy exercise, fresh air and outdoor learning.

Children are developing a good understanding of how to keep themselves safe. They frequently practise evacuation procedures to ensure that they can leave the building quickly and safely. They successfully learn how to use their environment and equipment safely as they play. For example, they learn how to tidy up after messy play, sweep sand up from the floor and dry spillages as soon as possible.

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

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