

# Noah's Ark Nursery

Inspection report for early years provision

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**Unique reference number**

EY269854

**Inspection date**

05/03/2012

**Inspector**

Linda Bird

**Setting address**

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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 Nursery registered in 2003. It operates from a single storey purpose built building with an office, a staff room, kitchen and bathroom. All children share access to a secure enclosed outdoor area. It is situated in the the Bedwell area of Stevenage in Hertfordshire. A maximum of 73 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year and offers full day or half day sessions.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 18 staff with direct responsibility for children, all of whom hold an appropriate early years qualification except for two practitioners who are currently training.

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

Overall the quality of the provision is good.

The children make good progress in this setting. The careful monitoring of children enables staff to adapt activities to meet individual needs and to ensure that all children participate fully. The children learn to behave well and are encouraged to become independent learners. Staff supervise the children carefully and, overall, provide a safe and secure environment for them to develop and progress. Partnerships with parents and excellent links with a range of professionals ensure that the needs of each child are well met. The manager and her deputies provide strong and effective leadership and have established a good self-evaluation process that is effectively used to drive continuous improvement.

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

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

- ensure that the regular risk assessments include all potential hazards children may come into contact with and that these are kept to a minimum, with particular reference to internal doors.

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

Safeguarding procedures are good because staff take care to ensure that children are kept free from harm. The children are well supervised at all times. The nursery

has safe recruitment policies in place and all staff are vetted and are suitable to work with children. Risk assessments are undertaken regularly, however, these assessments do not include the internal doors. The required policies and procedures are in place to underpin the safe and efficient running of the nursery.

The staff have access to comprehensive training and professional development and, therefore, have a good knowledge and understanding of the Early Years Foundation Stage. They use this knowledge well to support children in their learning. The environment is structured around the areas of learning and resources are plentiful and of good quality. The nursery encourages the children to become independent learners and to support this resources are stored in containers at an accessible height for children to access.

The nursery effectively evaluates the quality of provision for the children. The leadership team manager is continually looking for ways to improve the setting, ambitious priorities and appropriate targets are set for improvement. Over a number of years the leadership team has driven forward significant change; the team is self-critical and continually seeks better ways of doing things. The recommendations from the previous Ofsted inspection have been fully addressed. There is a clear ambitious vision for the nursery which is to offer 'a home from home for families and children'; positive steps are being taken to achieve this vision. The nursery is currently working towards attaining the Hertfordshire Quality Standards Award.

Staff in the nursery enjoy good relationships with parents and the manager has taken a number of steps to seek parents views on the provision, including sending questionnaires and arranging parent forums. Parents are welcome at all times and the nursery recognises their role as the first educators of their children. The nursery effectively uses the information it obtains from parents to ensure that children's individual needs are met. Excellent links have been established with a number of other professionals, these partnerships have contributed significantly to the improved provision for the children. For example, the nursery enjoys strong links with a local Sure Start Centre and this partnership has led to initiatives that have helped to promote the learning and development of the children. The nursery establishes very good links with the feeder schools to which the older children transfer. This supports a smooth transition for the children when they move from the nursery to school.

The nursery is inclusive and welcoming. Staff are conscientious about meeting children's individual needs and good support is provided to children with special educational needs and/or disabilities.

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

Each child has a record of their 'Learning Journey' which tracks their development and progress. The 'Learning Journey' records the formal assessments that are made by staff to monitor children's progress and to determine next steps in

learning. Staff plan a range of activities each day and also ensure that there are many opportunities for children to choose activities themselves. The nursery encourages children to develop their independence.

Children are encouraged to take an interest in the world around them. A group of pre-school children discuss the weather; they observe the conditions outside and then complete a weather board. This involves choosing labels to name the correct day of the week and month of the year. The children also include the numeral for the day of the month. The children discuss the weather conditions and select the words 'cold' and 'sunny' to describe the conditions. They thoroughly enjoy this activity and, as a result, are learning to read the days of the week and months of the year, and are developing skills in literacy and numeracy.

Children use the computer and work in pairs. They know how to use the key board and enjoy software games that involve identifying and sorting numbers and colours. They are developing confidence in using technology. The nursery provides lots of opportunities for children to develop their creative and artistic skills. Children enjoy creating bubble paintings; they know how to blow bubbles in the paint and then how to print the bubbles onto their paper. The children concentrate for a sustained period of time and are fully engaged in their activities. Drawings produced by the children show that they observe mini beasts and draw the bugs found in the garden. They also learn about the life cycle of a butterfly and so learn about the world around them.

The children enjoy an interesting and varied range of learning experiences and they make good progress in their learning.

The children feel safe and secure in the setting and move confidently in the nursery. This is because the indoor and outdoor areas are well adapted to ensure the safety and security of very young children. Staff supervise the children very carefully.

Children enjoy opportunities for physical development; they play happily outside dancing, jumping, riding tricycles and pushing tyres. The children have good motor skills for their age. They enjoy a healthy mid-morning snack of fruit with a choice of milk or water. Water is available throughout the day; the children can help themselves and keep hydrated. The nursery employs a chef who prepares nutritious meals for the children. Tight procedures are in place for administering milk to babies and these procedures have recently been updated following advice from a health professional. Nappy changing is hygienically managed and nappies are changed as required. The times are recorded for feeding, nappy changing and sleeping in the parents' day book.

The children behave well in the setting because staff are calm and give clear explanations when a child misbehaves. The children know that there are clear boundaries for what is acceptable behaviour; they are encouraged to quickly make friends with a hug following a dispute. They are learning to take turns and play happily together. There are warm and trusting relationships between the children and staff.



## 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	1
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

<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

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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