

Noah's Ark Christian Pre-School

Inspection report for early years provision

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Inspector

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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 Christian Pre-School is run by a parent/church committee. It originally opened in 1968 and re-opened in 2012 at Saint Stephens church hall, situated in a residential area of Buckhurst Hill, Essex. Children come from the local and wider area.

The pre-school opens each weekday from 9.15am to 12.15pm, term time only. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register. A maximum of 32 children may attend the pre-school at any one time. There are currently 47 children on roll, of whom 35 are in receipt of early education funding. The setting supports a small number of children who have special educational needs and/or disabilities or English with an additional language.

The pre-school employs 10 staff of whom five including the manager, hold appropriate early years qualifications. One member of staff is currently working towards an appropriate early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff take account of children's individual needs which helps them to effectively promote children's welfare and learning. Given their age, ability and starting point children make good progress. Children demonstrate a feeling of security and confidence in the environment and have fun as they learn about their local community and the wider world. Partnerships with parents, carers and other providers of care and education are positive and ensure that the needs of each child are met, along with any additional support needs. The manager and her staff employ good systems of reflective practice thereby effectively targeting improvements, for example, developing the outdoor play area.

What steps need to be taken to improve provision further?

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

- develop further the system of observation and assessment for learning to make sure that progress for each child can be clearly plotted across the early learning goals so that future learning opportunities continue to be tailored to meet their development and educational needs.

The effectiveness of leadership and management of the early years provision

Systems for safeguarding children are good, for example, appropriate vetting procedures for all adults working alongside children are in place. There is a designated safeguarding officer who has undertaken appropriate training. Policies are regularly reviewed and understood by all staff, for example, staff demonstrate a clear understanding of what to do if they have a concern about a child in their care. The pre-school staff ensure children's safety, this includes the implementation of a secure entry system which prevents unauthorised persons entering the setting, or children leaving the pre-school unsupervised. Written risk assessments are clear and identify anything a child may come into contact with inside or outside of the setting. These are supported by staff who undertake daily safety checks to make sure that any potential hazards are identified and minimised swiftly. There is always a member of staff on the premises and on outings who, is suitably qualified to provide care for children in the event of an accident. Records, contracts and consents required by legislation are in place.

The pre-school has a good selection of resources which are fit for purpose and support children's learning and development. The environment is organised to enhance play opportunities and is well cared for. The setting takes appropriate steps to ensure resources and the environment are sustainable, for example, children are encouraged to spend time with staff growing fruit and vegetables which will be used for snacks.

Staff have established positive relationships with parents and carers ensuring each child's needs are met. Parents report that their children have settled well and that they are really happy with the service provided. They found parent consultations useful and some stated that they have completed pre-school questionnaires. Parents commented that staff are really nice and that they would feel confident and happy to approach them should they have any concerns about their child. Communication takes place between staff and other providers which ensures that information is regularly shared and used to promote children's achievement and well-being.

The manager of the pre-school consistently communicates high expectations to staff about securing improvement. This is achieved through weekly and individual staff meetings. Reflective practice assists in identifying areas for improvement and a range of monitoring systems are in place and increasing. Target setting is both realistic and challenging, promoting good outcomes for children.

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

Children are supported to achieve good progress because staff show a good understanding of the importance of learning through play. They are encouraged to make independent choices about their play with staff on hand to provide support

when needed. Each child is allocated a key person who carries out observations and assessments of them at play, although at times all areas of learning are not consistently included. Whilst information gathered is used to plan a stimulating learning environment for children there is a minor weakness in using this information to consistently inform planning, ensuring that all children continue to be challenged well.

Children are confident, happy, well behaved and show a strong sense security within the setting. Displays of their bright and colourful art work assists in promoting a sense of belonging. Children are able to work independently, as well as, collaborating and cooperating with their peers. They understand the protocols of conversation, taking turns in speaking and listening. This shows that they are learning social skills, and forming firm friendships with other children. In addition, they enjoy conversations and taking part in activities with staff. They demonstrate that they are active, inquisitive and independent learners, for example, during an adult-led activity. As they explore media, such as fresh fruit, they use their senses to touch, smell, lick and then taste it. Children are able to concentrate for extended periods of time, for example, as they use their imagination to create real or imagined experiences, such as becoming a hairdresser or playing with small world resources. Children's language is further developed as they interact whilst listening to a story read by a member of staff. Children have fun as they work out how to successfully put their chosen puzzle back together demonstrating good problem solving skills. Children competently count in sequence from one to 10 to discover how many times they have bounced on the small trampoline.

Children demonstrate a good awareness about what constitutes a healthy lifestyle as they clearly explain why they should wash their hands after using the toilet and before snacks. Their understanding of the importance of healthy eating is promoted through their involvement in growing fresh produce for future consumption at snack time. Children engage in a wide range of physical activities, both in the church hall and outside in the garden, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

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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