

Noah's Ark Pre-School

Noahs Ark Pre-school Townhill Farm Community Centre, Townhill Way, SOUTHAMPTON, SO18 3RA

Inspection date

07/12/2012

Previous inspection date

16/03/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The exceptional educational programmes are underpinned by the practitioners' high expectations of themselves and the children. They have an expert knowledge and understanding of how children learn.
- Children are provided with a very good range of exciting, challenging activities that encourage their natural curiosity to learn. The learning environment is well-organised, enabling children to be independent in their play.
- A well-established key person system helps children to form secure attachments and this promotes their well-being very effectively.
- Children's language development is given very high priority with confident and skilled practitioners extending children's listening skills and vocabulary very effectively.
- Exemplary reflective practice ensures that the practitioners strive to constantly improve the already outstanding provision.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the garden.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to the manager, the deputy manager and staff throughout the day.
- The inspector looked at children's assessment records and a selection of policies.
- The inspector undertook a joint observation of children and staff during snack time.

Inspector

Helen Edwards

Full Report

Information about the setting

Noah's Ark Pre-School registered in 1990. It is run by a parent management committee and operates from Townhill Farm Community Centre in Southampton, Hampshire. The pre-school has the use of the main hall, side room, kitchen and toilets. There is a fully enclosed outside play area. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 26 children from two years to under eight years. The pre-school provides

funded educational places and supports children with special educational needs and/or disabilities, and children learning English as an additional language. The pre-school opens each week day during term time only, from Monday to Friday 9.30am to 2.30pm. There are four members of staff who work with the children, all of whom hold appropriate childcare qualifications. The manager has Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance further the opportunities for children to make comparisons between numbers, to match numerals and quantity together, and to represent numbers using fingers, marks on paper, or pictures.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The playroom is very well organised and provides an excellent range of play materials and experiences that promote opportunities for children to explore all seven areas of learning. Staff have an excellent understanding of child development and provide enriching activities to enhance children's learning. They develop children's independence and confidence through careful and sensitive interactions and support. They model the excitement and wonder of learning new skills and children are inspired. Children play a dynamic role in their learning, showing high levels of independence, curiosity, imagination and concentration. This means that they are very well prepared for school and for their future learning.

Positive outcomes for children are a direct result of the excellent use of space, the highly effective deployment of staff and resources, and the superb balance between indoor and outdoor play. Through the excellent systems for observation, assessment and planning and sensitive support from staff, children acquire the skills, attitudes and dispositions to be ready for the next stages of learning. Staff have very high expectations of all children. They find out about what children can do before they start at the nursery through home visits and detailed discussions with parents. As a result, they are able to effectively plan for each child from the very start.

Detailed learning journals record the level of development children have reached, and identify the excellent progress children make. Assessment is sharply focussed and the management team monitor outcomes of the educational programme highly effectively.

They are quick to identify and address any gaps in learning. This secures timely interventions and provides targeted support, based on a comprehensive knowledge of the child and their family. Staff enthusiastically discuss children as unique individuals, identifying challenging next steps in their learning and sharing these with parents in the learning journals.

Every session includes key group time, where key persons read a story to their small group, and use puppets to encourage children to talk and listen to each other. This provides children with an extremely nurturing environment where they can take part at their own developmental level. Teaching is rooted in the excellent knowledge of how children learn actively through play. Children's language and communication skills develop very well during all activities as staff ask questions which encourage children to talk about what they are doing. For example, when a tower of blocks collapsed, a member of staff asked the children 'How could we make it more stable next time?'

The weekly visit to Forest School is a very popular activity. Children learn to keep themselves safe and yet have lots of opportunities to explore and take measured risks. Children thoroughly enjoy cooking activities, for example, baking bread. They carefully and accurately measure out ingredients, following recipe cards which include written and pictorial instructions. Cooking activities help to extend children's use of mathematical language and understanding of measurement and volume. However there are fewer opportunities to make comparisons between numbers and quantities or for children to record their mathematical understanding.

The well-resourced creative areas attract children to experiment with a wide variety of materials, natural and recycled, and to explore their ideas through two dimensional and three dimensional art works. Children enjoy playing with technology, for example the walkie-talkies which they excitedly use to talk to each other and to members of staff. Opportunities to explore materials are exceptional. Children play with a wide variety of malleable and natural resources such as play dough, cornflour and water gloop, sand, water, soil, pebbles and fir cones. They learn about the properties of different materials through exciting, active learning experiences. Children enjoy writing their names and spotting letters and words in displays. They excitedly join in with a movement activity to develop their arm muscles and support their writing skills.

The contribution of the early years provision to the well-being of children

Staff know the children extremely well and their friendly and caring attitudes have helped to develop very secure relationships with the children and their families. Children enter the setting really confidently, separating from parents easily and eager to get playing with their friends. Children learn about sharing and turn-taking as staff skilfully intervene to help them solve minor squabbles or disagreements. They develop courteous and respectful behaviour as they follow the exemplary role models of the staff.

Cooking, snack and lunch time offer excellent opportunities for staff and children to chat about their lives and things that interest them. All staff demonstrate a genuine interest in

what children have to say and respond to them enthusiastically. Children therefore feel nurtured and cared for, and that their thoughts and feelings are important to others.

Staff are very effective in helping children to understand the importance of a healthy lifestyle. Children have ample opportunity for physical activity in the fresh air, and also to choose to rest and relax when they need to. Snacks are healthy and staff talk to children about healthy ingredients in their lunch boxes, for example grapes, bananas and carrots. This helps children develop an excellent awareness of healthy eating. Children actively join in with tidying up together when they have finished playing, therefore learning how to take care of their environment.

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

The management team has an exceptional understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The pre-school is exceedingly well organised and effective in promoting children's safety and well-being. The manager and deputy ensure that the welfare requirements are fully met and that their arrangements for safeguarding children are robust. Management and staff implement comprehensive policies and procedures consistently and vigorously to ensure any concerns are prioritised and dealt with effectively. All staff have been vetted to help ensure their suitability to work with children. Staff are vigilant at dropping off and collection times and make sure all children leave with the correct adults, with all of their belongings and art work. The premises are extremely safe and secure as thorough risk assessments and training alert all staff to potential hazards.

The system for monitoring the educational programme is highly efficient and the management team are able to ensure that all seven areas of learning are fully covered. Self-evaluation is very thorough and accurate and forms a regular part of the daily routine with all staff. The staff team have recently worked on an exciting project with an educational advisor. Together they have evaluated all areas of the nursery and made inspiring improvements across all areas of learning to support children's independence skills. The ongoing process of reflection demonstrates how efficiently management have implemented new legislation, including the two year developmental check.

The manager and deputy support staff through highly effective regular supervision and encouragement to undertake further training. Staff demonstrate that they feel extremely well supported and enjoy all the learning opportunities that are available, for example, further professional training.

The manager or deputy conduct home visits prior to children starting at the nursery. They invite parents to share information on what their child knows and can do. This provides a starting point which staff build on so that all children's individual needs are met very effectively and they make excellent progress. Practitioners work with speech and language therapists and other professionals to support children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery has

established an innovative partnership with the local school, ensuring that children's transitions to school are smooth and that they are well prepared.

Parents speak very highly of the staff and say that their children settled easily into the nursery because staff made sure they knew their children very well indeed. Parents value opportunities to discuss children's learning and development each day at pick up times, and through the learning journals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	110006
Local authority	Hampshire
Inspection number	893473
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	34
Name of provider	Noah's Ark Pre-School
Date of previous inspection	16/03/2010
Telephone number	0788 7623981

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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