

# The Ark Day Care Nursery

48 Grosvenor Road, DAGENHAM, Essex, RM8 1NL

## Inspection date

Previous inspection date

08/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and stimulated effectively through play, all children make progress in relation to their starting points.
- Children who speak English has an additional language are supported well, they develop a good grasp of English quickly.
- Children make good relationships with staff and each other, this means they are secure and settled.
- Children enjoy playing with the many outdoor resources every day, supporting their understanding of healthy lifestyles.

### It is not yet outstanding because

- Children learn to respect diversity in the wider world, but have fewer opportunities to them to show interest and share stories about themselves and their family.

## 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 children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Caroline Preston

## Full Report

### Information about the setting

The Ark Day Care Nursery opened in 2012. The nursery operates from a converted house in the residential area of Dagenham in the London Borough of Barking and Dagenham, close to shops, park, schools and transport links. The nursery serves the local community and is open each weekday between 7.30am and 6.30pm all year round. There is enclosed outdoor area for play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll aged from two to four years. The nursery has space to care for up to 69 children from 0 to 8 years. There are five members of staff, all of whom hold early year's qualifications to at least level 2. The nursery provides funded early years education for

three- and four-year-olds and funded two year olds.

### **What the setting needs to do to improve further**

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

- provide opportunities for children and their parents, to make books about their home and nursery, to enable them to show interest and share stories about themselves and their family.

### **Inspection judgements**

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

Children are happy, relaxed and eager to learn. They enjoy interacting with staff and the atmosphere is calm and friendly. Although currently there are only small numbers who attend each day, children have formed special relationships with each other. They run to the door when other children arrive, smiling and showing excitement. Children make friends and share play experiences as they mould and make shapes with playdough, making different animal shapes. Their love of books is fostered well. At circle time, children sit eagerly waiting to hear the story read by staff. They show delight, and anticipate what is going to happen next.

Children sing many nursery rhymes with actions, standing up and sitting down. They listen to the words of the song and point to parts of their body, such as their nose and eyes, feet and ears. They watch other children and smile as they all copy each other. They get excited as staff sing faster and the singing becomes more fun for them. Children enjoy playing outside; they eagerly pull on their shoes and coats and wait to go outside. They use the bikes, speeding around the garden not bumping into each other. Children show control and confidence as they climb play. Their physical development is well promoted as they kick large balls and run to find them.

Children use their imaginations well. They pretend to cook in the home corner, counting pasta shapes and serving them onto the small plates on the table. Children are beginning to master early writing skills. They make marks in the sand with their fingers, and use pencils to express their creative skills through drawing.

Children learn about the wider world through resources and celebration of festivals. However, staff have not extended this to support children's understanding about different people, and enable them to show interest and share stories about themselves and their

family.

Staff complete observations and assessments from when children start to find out what they are already doing in each development area and how staff can support them further. Staff interact well with children and understand their individual needs. Consequently, they quickly identify any specific need a child may have. This means that all children are effectively supported. Children who speak English as an additional language progress well. Staff offer good opportunities to learn English through talking to children, varied play resources and activities.

Staff work closely with parents to find out as much about their child as possible, to be able to plan future opportunities to progress. Parents tell their key person what their child has achieved already, and are encouraged to contribute to their child's learning.

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

Key persons bond well with children helping them to settle and feel secure within the nursery. This promotes each child's well-being and independence. Children are kept safe within the nursery, staff complete risk assessments that help identify and remove potential hazards to children. Children take considered risks as they explore the garden, riding bikes and using climbing apparatus. Staff talk to children about road safety, so children think about how to keep safe when crossing roads. Children behave well; they know and understand the nursery's behaviour rules, which are reinforced by staff. Staff act as good role models showing kindness and affection towards children. They treat children fairly, creating a positive atmosphere. Staff are deployed well, so all children are supervised appropriately to keep them safe within the nursery.

Children enjoy mealtimes, eating healthy meals such as sausage casserole with vegetarian options. Mealtimes are sociable and fun as children sit together and talk to staff about what they eating. Children learn about healthy lifestyles and the importance of physical exercise. Children wash their hands before meals, learning about why it is important.

The environment is warm, friendly and stimulating, resources are effective in helping children learn and progress. Children make their own choices; they freely access toys around the room including books, role-play toys and arts and crafts. All resources are stored at low-level so smaller children can reach them safely.

Children are prepared for school, as they learn to be independent and responsible appropriate to their age and stage of development. Children tidy away resources, putting them back into boxes and on shelves. Children learn to listen and behave with their friends, they learn to sit and concentrate during activities and story telling sessions. Children make good progress in relation to their starting points.

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

The management team know and understand their roles and responsibilities in implementing the learning and development requirements. All children are offered effective learning experiences that help them progress in all areas according to their needs. The management team monitors all records of children's achievements. This identifies any gaps in children's learning so support is given to individual children to help them achieve. Management observe staff with the children, so that they can see how effective staff are in helping children to learn.

Staff understand safeguarding procedures and know what to do if they have any concerns. All staff completes safeguarding training to enhance their knowledge. All areas of the nursery are safe because staff risk assess and remove hazards. Policies and procedures are read and understood by staff which means children are kept safe. Strong self-evaluation identifies areas of weakness and management and staff take steps to improve practice.

All staff are monitored by senior staff so that any concerns can be tackled and improved. Regular supervisions with staff help build a strong staff team. Partnership with parents is well established; parents attend parent open days and know about their child's learning and progress through effective communication with staff. Staff know how to contact external agencies when the need arises to support children in their development.

### 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

<b>Unique reference number</b>	EY450091
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	807718
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	69
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Maxine Aboagye
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02085171311

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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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