

# Noah's Ark Childcare Centre

DELL Childrens Centre, Blandford Road, Efford, Plymouth, PL3 6JD

## Inspection date

Previous inspection date

19/02/2013

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 engaged in activities as they play as staff organise an interesting range of resources for children to explore.
- Children are secure and settle well because staff fully share information with parents to ensure their needs continue to be met.
- Staff provide activities and which promote and aid progress in children's learning and development.
- Staff have established good working partnerships with other providers to provide consistency in care.

### It is not yet outstanding because

- There is no opportunity for children to see words in alternative languages.
- Staff do not remind children of the importance of regularly having a drink.

## 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 staff and children in all areas used.
- The inspector held discussions with some parents, staff and management.  
The inspector looked at some documentation, including the nursery's self evaluation form, children's documentation, records, registration records, accident forms and policies.
- The inspector spoke with the children as they played.

## Inspector

Sara Frost

## Full Report

### Information about the setting

Noah's Ark Childcare Centre registered in 2012. It is one of eight privately owned nurseries and is situated within the Dell Children's Centre in Efford, Plymouth. The nursery has exclusive use of two large playrooms and a base room for younger children. There is an enclosed area for outdoor play. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 45 children on roll in the Early Years age range. The nursery receives funding for the

provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and /or disabilities, and supports those who are learning English as an additional language. It is open from 7.30am to 6 pm Monday to Friday 51 weeks the year. The nursery employs 10 members of staff, of these nine hold relevant childcare qualifications.

### **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 to see their home language in writing and other children to see different languages in print. Invite parents and other adults to contribute
- widen children's awareness of the importance of regularly drinking by reminding them where they can access water.

### **Inspection judgements**

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

Staff plan a wide range of enjoyable activities throughout the nursery environment, which fully engage the children. Planning shows all areas of learning are covered, which promotes individual children's learning and development well. Staff share with parents their child's observations and assessment records. In addition, parents can easily access their children's 'learning journal' at any time. This provides good opportunities for parents to be fully aware of their child's learning and development.

Staff skilfully interact with the children, encouraging and challenging their learning and development as the children make choices in their play. Staff effectively enhance and sustain children's imaginations as they dig using an assortment of tools, hunting for gold and sharks teeth. Children proudly show adults the treasures they have found. Children seek support from staff to build a house using large bricks. Staff encourage children to use mathematical language as they compare and discuss the height of their construction. Children confidently count backwards from 10 as they prepare to knock down their wall.

Staff demonstrate a secure understanding of children's abilities, interests and preferences. For instance, they respect children's wishes to continue to play outside, at a time when the rest of the nursery are having snack. Children have plenty of time and space to follow their chosen play. As a result, they happily and safely move around the nursery

environment. The open plan area in the nursery allows children to become familiar with all staff members and rooms. This helps children to continue to feel secure as they progress through the different rooms in the nursery.

Staff point to family photographs displayed, talking about the pictures with younger children to promote speech. The children respond to the staff and copy familiar words, such as 'mum ma'. Babies delight in exploring texture as they wiggle their toes in flour. Staff encourage older children to talk about the feel of the flour, looking at texture and comparing it to snow as it falls from high. They use a range of resources to explore the flour, including their hands and tools to make marks, trails and patterns. The nursery provides a welcoming environment with various displays and posters on the walls. However, children with English as an additional language have limited opportunities to see their home languages valued through the labelling on displays.

Children freely access the book area, choosing books and enjoying individual attention as staff read stories. They have play opportunities which promote their physical skills and co ordination, for example, playing with various sized balls, riding wheeled toys or climbing up steps to access different height slides.

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

Children are happy, content and secure in the nursery environment. They leave their parents with ease and quickly seek out favourite toys to play with. The nursery's key person system works well to support all children within the nursery. This results in children forming good relationships with staff. Key staff for younger children recognise when children are in need of a sleep, responding well to their individual needs and as a result children settle down quickly. The nursery has good systems in place to ensure key staff regularly check on sleeping children. Key staff hold children who are bottle-fed securely, engaging them in eye contact, and enabling babies to feel snug and safe.

Children benefit as staff set good examples for the children to follow. As a result, children are well behaved, confident, beginning to share and take turns. Staff deployment is effective in enabling children to explore their environment safely, whilst gaining an understanding of identifying and managing risk. When the nursery is not busy younger children from the designated baby area, join the rest of the nursery for snack and main meal times. Staff encourage older children to cut up pieces of chosen fruit and serve themselves the cooked meal at lunchtime. Younger children have additional spoons to encourage them to feed themselves. As a result, these practices encourage children to develop their skills of independence. The weekly menus are displayed for parents to see. The lunchtime meals are prepared and cooked off site and transported to the nursery on a daily basis. There is a table set up with individual named drinking vessels, available to most children. However, staff are not consistent in their practice of reminding and encouraging all the children of the need to have a drink regularly.

Staff promote good hygiene routines, wearing protective clothing as they prepare snacks, lunchtime meals or undertake nappy changes. They further promote the importance of

regular toileting and hand washing, giving gentle reminders to the younger children.

Children have access to a good range of resources within the nursery, including a dedicated sensory room. Babies and younger children enjoy exploring low level mirrors, treasure baskets containing interesting smells, and a range of natural materials. Resources are stored at low levels giving children easy access and allowing them to make additional choices as they play.

Children regularly benefit from fresh air, physical exercise and outdoor fun. They greatly enjoy outdoor play and exploration. Staff recognise this and provide regular opportunities throughout the day for all children to access the nursery's outdoor area.

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

Staff demonstrate a good understanding of safeguarding and promoting children's welfare. They understand their role in child protection and know the procedures to follow should they have a concern about a child in their care. The management team use robust procedures to ensure all staff employed are suitable to work within the nursery environment. For example, they seek references and undertake suitability checks before staff can commence working at the nursery. Systems are also in place to ensure staff accessing the building, who do not directly work with the children, have also been suitably cleared. Regular on-going supervision, monitoring and appraisal systems are used to ensure consistent practices are maintained.

The management demonstrate enthusiasm and passion to continue to improve the service they provide to the children and families who use the nursery. They encourage the development of staffs own practices through in-house and external training. They seek and incorporate the views of all users. Staff meetings occur on a regular basis to discuss and share current planning and development plans for the future. For example, further developing the outdoor environment for the benefit of all children's use and further raising their standards to achieve accreditation. The support from the children's centre advisory teacher has aided staff's development of planning for the benefit of individual children's learning.

The good links already established with the host children's centre, other providers and professionals provides consistency for children's development and ensures that they receive the appropriate support they need. The nursery supports a number of children with special educational needs and or disabilities. The designated member of staff is passionate to ensure all children are supported well. Parents state how approachable, supportive, and friendly the nursery staff are. Parents receive regular information in various formats, such as discussion with key staff, daily diaries and newsletters. Staff work very closely with parents to help children settle at nursery. The nursery has recently introduced home activities where children choose an activity or game to take home. This further encourages partnerships and provides opportunities to share children's progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY451713
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	882390
<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>	78
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Noah's Ark Childcare Centres Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01752 771 199

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

