

# Noah's Ark Nursery School

The Bristol Huts, Birchington Primary School, Park Lane, Birchington, Kent, CT7 0AS

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 27/03/2013 |
| Previous inspection date | 12/03/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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

- Practitioners work well with children who have special educational needs and/or disabilities and their parents to help them make maximum progress from their starting points.
- Adults use a good variety of teaching techniques to engage, motivate and interest children.
- Procedures to safeguard children are robust.
- Children behave well, act independently, and gain the skills they will need for future learning.

### It is not yet outstanding because

- There are gaps in the educational programme for understanding the world as staff do not make full use of all local resources
- Resources available to children do not always enable them to design, paint and create freely.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 three play rooms and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision in the pre-school room.
- The inspector met with the manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector discussed the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector scrutinized relevant supporting documentation.

## Inspector

Cilla Mullane

## Full Report

### Information about the setting

Noah's Ark Nursery opened in 1994 and operates from three play rooms in a refurbished self-contained unit in the grounds of Birchington Primary School and on the same site as a Children's Centre. It is situated in Birchington, Kent. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register, and currently 87 children in this age group attend. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register, and 22 children attend the after school club. Children aged two, three and four years receive funding for nursery education.

The nursery is open each weekday from 8.15am to 3.30pm. There are before and after school sessions for children up to the age of 11 years. Before school sessions are from 8.15am to 8.45am and the after school club operates from 3.30pm to 5.30pm, term times only, with some additional holiday club weeks.

The nursery supports children with special educational needs and/or disabilities.

There are ten staff working with the children, all of whom hold an early years qualification to National Vocational Qualification Level 2, 3 or 4.

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

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

- improve the educational programme for understanding the world by celebrating and valuing cultural, religious and community events and experiences, by visiting a variety of places in the local community, and by improving the range of resources and activities which help children learn about our diverse society
- provide a variety of interesting resources for art and craft, so that children can design and express themselves freely using various materials and media.

### Inspection judgements

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

Adults are skilled at using a variety of teaching techniques. They help children to be independent, showing confidence that children can achieve. Children are encouraged to

try to zip up their coats, and are proud when they achieve this. Adults allow children time, and provide resources to solve problems. When making a rocket from boxes and plastic containers they support children's decisions as to how to stick components together, using glue or tape, without taking over. Therefore children solve problems and work out solutions on their own.

Children take part in an exciting variety of experiences which help them learn and make good progress across most areas of learning. Good use is made by the staff of the outdoors and the school hall, which helps children develop their physical abilities. A very inviting book area draws children in, and adults read favourite stories in lively voices to encourage children's interest in books. Children read to themselves and their friends, remembering which animal is hiding under the flaps and recounting stories. Staff do not make full use of the local community to help children learn about the world around them and the diversity in society.

Children who have special educational needs and/or learning disabilities make very good progress from their starting points. Each have one to one support workers, whom parents have helped to appoint by being included in the recruitment process. This enhances the bond between staff, parents and children. Staff support children well by obtaining specialist equipment, which enables these children to take part in activities such as making cakes and having a snack alongside the other children. Therefore they are fully integrated into the group and well supported.

Adults assess and monitor children's progress, ensuring that activities are planned to support each child's development across the areas of learning. Staffs' records of children's progress are used well to check that progress is consistent, and, if not, strategies are in place to address any gaps. There are also steps in place to make sure that records are clear to parents.

Parents feel well informed about their child's progress from seeing their records and chatting to their key persons. They are included in their children's learning, as key persons consult them regarding what they would like them to work on to support their child's developmental progress.

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

Children show that they feel safe within the nursery by forming good relationships with staff and friendships with their peers. They fully understand the action they must take if the fire bell rings, and they walk sensibly, following adults' instructions. Their calm and good behaviour is reinforced following drills by a chat with adults about 'good walking and listening'.

The youngest children cooperate and work together, for example, making a railway track, announcing that they have a helper. Adults use clear and age appropriate strategies when children find it difficult to share, finding a timer and explaining when it is the other child's turn. Adults encourage kindness and helpfulness. When the older children return to their

base room after lunch, some volunteer to stay behind to help care for the younger children. Children's behaviour is good and staff demonstrate a sound understanding of how to manage any unwanted behaviour appropriately and in line with children's level of understanding.

Children learn about healthy eating during snack time, when staff chat with them about their favourite fruits. They bring packed lunches, and parents are reminded to provide balanced meals.

In general, the range of resources available to the children is good. They keenly select from well presented and accessible toy boxes and drawers, moving toys around the room to suit their needs. Free flow to the outside area enables children to enjoy their chosen activity in the fresh air. When adults set out a junk modelling activity outdoors, children enthusiastically create rockets, and continue with this later indoors. However, there is not always a wide range of art and craft materials, which does not inspire children to design and create freely.

Children are well prepared for their move to school. They are confident to ask for what they need, and are able to share. Those who have shown an interest can write their own names, and others recognise their names, for example, at snack time. Self help skills are good, and children look after their own toileting and washing, and are encouraged to try to fasten coats and shoes. Adults draw children's attention to the sounds of letters, so they are introduced to basic phonics. Children are keen to 'have a go' and persevere at chosen activities, which will help with future learning.

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

The management team place a high priority on ensuring staff have a good understanding of child protection issues and procedures. They achieve this by regularly updating staff's training, and therefore staff show a good commitment to safeguarding children. Procedures are regularly reviewed and updated, including induction for new staff and students. This helps to ensure everyone is aware of their responsibilities in protecting children. Established strong procedures in the nursery keep children safe. For example, parents are welcomed in at the end of sessions, and children leave the rooms, accompanied by staff, one at a time, to be greeted by their parents. Ongoing risk assessments are undertaken by management and staff together, which results in staff having a full knowledge of how to implement safety precautions to minimise the potential hazards in the setting.

Management and staff are included in a self-evaluation process, which results in continuous improvements to the nursery. They promptly address the recommendations of their local authority advisor leading to improvements. For example, they are currently improving the forms which they use to get information from parents about children's interests and preferences, in order to more effectively meet individual needs. Staff meetings are used effectively to identify relevant areas for improvement, and these

include updating the photos displayed in the toilet showing children how to wash their hands. The new displays will be more relevant to children, as they will reflect children who currently attend the setting.

Staff's professional development is important to management, and their attendance at relevant training courses is therefore encouraged. Recent and current training has improved staffs' knowledge of working with children who have special educational needs, and their ability to provide a stimulating environment for two year olds.

### **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 action. 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>     | 127411                      |
| <b>Local authority</b>             | Kent                        |
| <b>Inspection number</b>           | 910601                      |
| <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>      | 60                          |
| <b>Number of children on roll</b>  | 87                          |
| <b>Name of provider</b>            | Jacqueline Alice Mary Marsh |
| <b>Date of previous inspection</b> | 12/03/2012                  |
| <b>Telephone number</b>            | 01843 843135                |

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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, which are usually the childminder's 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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