

Noah's Ark Childcare Centre

Pomphlett Primary School, Howard Road, PLYMOUTH, PL9 7ES

Inspection date	10/06/2013
Previous inspection date	10/03/2010

The quality and standards of the early years provision	This inspection:	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

- Children are confident and engage in conversation, eager and proud to share their achievements.
- Children are engaged and happy as they play because staff provide an interesting range of resources for children to explore.
- Staff develop good partnerships with other professionals to ensure children's individual needs are well met.
- Children benefit from fresh air and exercise as staff organise a range of play experiences in the outdoor area.

It is not yet outstanding because

- Some group activities are not organised to fully promote children's concentration on specific tasks.
- After sleep time, children do not always have a comfortable space where they can be quiet as they wake up fully.

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 had discussions with the area manager, nursery manager, staff and parents.
- The inspector sampled a range of documentation including the nursery's policies, safeguarding policies, planning and children's records.
- The inspector observed children's activities in various rooms and outdoors.
- The inspector undertook a joint observation with the manager.

Inspector

Sara Frost

Full Report

Information about the setting

Noah's Ark Childcare Centre is privately owned and managed. It is part of a chain of nurseries owned and operated by Noah's Ark Childcare Centres Limited. It opened in 2009 and operates from a single storey building in the grounds of Pomphlett Primary School in Plymstock near Plymouth. A secure area is used for outdoor play activities. The setting is open each weekday from 7.30am until 6.00pm all year round. A maximum of 55 children aged from birth to eight years may attend the setting at any one time. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently the setting have 70 children on roll in the early years age range, and 16 children aged between five and 11 years attending after school. 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. The childcare centre employs 12 members of staff, of whom 11 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- organise the small group time in the pre-school room to more effectively promote children's concentration and listening skills during these learning opportunities
- develop more comfortable spaces where babies and toddlers can have quiet time if they wish to, after they wake up from sleep.

Inspection judgements

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

The staff have a good knowledge of the areas of learning. They use regular observations of children to plan a varying range of activities that enable children to make good progress in their development. During the settling in sessions staff obtain relevant information from parents about their child's development. This means that they are able to provide resources children particularly like and plan for children's next steps of learning. Staff set clear, specific targets to enable children to make good progress in their learning and development. Staff seek additional resources from school to provide challenges for children to continue in their learning. For example, staff have approached school to

promote children's early reading skills. This demonstrates that they can challenge children well. Staff plan an interesting range of enjoyable activities throughout the nursery, which fully engage children. For example, children spend long periods of time, in the 'mud kitchen' and exploring the textures of dried and cooked pasta. Staff skilfully engage children, challenging their learning as they pose questions. For example, they ask 'why do you think the mud is falling off the slotted spoon?' In addition, 'how can you stop this happening?' Not only does this help children to think through processes and solve simple problems, it also encourages discussion and promotes children's conversational and language skills. Younger children enjoy exploring sound making toys, and exploring how they can use these toys to make different sounds. Staff space resources out to encourage younger children to develop stretching movements and to pull themselves up to standing positions. This supports their physical development. Young children use every day routines to count, for example, they proudly show staff the grapes they have comfortably counted from one to ten. Staff promote children's learning further as they compare size, identifying 'bigger' items. These simple activities support children's mathematical development.

All children have learning journals, which are available for parents and children to share at any time. The pre-school children proudly share their books, reliving past activities as they look at the various photographs and artwork. Children discuss eating Chinese food as they celebrated 'new year'. They talk about how they drew a 'rectangle,' 'circle,' 'square,' with support from staff and that they remembered and drew a 'diamond'. This shows that they are able to talk about things that have happened and recognise their own achievements. Older children comfortably form letters as they write their name and names of others. Children learn about letters and the sounds that they make. However, during some organised adult-led activities in groups, groups are close together and this means that different groups sometimes compete to be heard. As a result, the organisation of these groups does not fully promote a calm atmosphere to encourage children to concentrate. Children enjoy a range of physical play both outdoors and through the regular use of school hall facilities. They have opportunities to promote their physical skills and coordination, such as, playing 'boules', riding bikes or using smaller items to scoop soil and flour.

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

Children are happy, confident and secure in the nursery. Consequently, they leave their parents with ease and settle quickly. The key person systems within the nursery works well, staff are familiar with children's routines, through sharing and updating changes as children grow and develop. In addition, the room leader for babies and toddlers has introduced a brief overview of babies' and younger children's routines for other staff to follow. This helps to provide continuity in the child's care in case their allocated key person is not available. Clear practices are in place to help children feel safe as they move through the nursery and on to their next stage of learning. Older children are regular visitors to the local school which means it is familiar to those children who will move there.

The nursery provides a welcoming environment with various displays on the walls, valuing

children's home languages through various labelling on displays. The achievement tree recognises children's achievements both in the nursery and at home. This helps children feel valued, safe, secure and at home in the nursery.

Staff use a five minute timer to assist in maintaining regular checks on sleeping babies. Various options are provided for children to sleep, such as a cot or thin mattress directly on the floor, enabling children to sleep soundly and securely. Staff are readily on hand to attend to children as they awake. However, there is no quiet area provided to allow children to cuddle into staff and wake up gradually, or fall back to sleep should they wish.

Children learn to share and take turns, they are polite and behave well as staff set good examples for children to follow. Staff manage children's behaviour well and children know what is expected of them. Staff use a visual time clock and picture timetables to help children understand what happens and when, during the day at nursery. The cafeteria-style snack provides children with choices of when they want to eat and drink. This helps children to develop their independence as they can decide when they prefer to stop playing and eat and drink. Parents choose between providing a packed lunch for their child or using the nursery's outside caterers. Clear systems are in place to share any specific dietary needs to ensure parental wishes are respected and to ensure that children's health is not put at risk. Children enjoy the meals provided, serving themselves, supported by staff if needed. Staff sit with the children as they eat lunch, joining in conversations. Younger children are encouraged to spoon feed themselves with support from their key staff. Children talk about 'being strong' while eating.

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 know the procedures to follow should they have a concern about a child in their care. As part of staff's induction process the nursery's policies and procedures are shared with them to ensure all staff are aware of their responsibility and the nursery's practices. Management's procedures ensure all staff employed are suitable to work within the nursery. Staff receive ongoing supervision, monitoring and appraisals from the nursery manager and management structure. There are clear disciplinary procedures in place. As a result, clear systems are in place to ensure staff remain suitable for the position they have. Any concerns raised by management or parents are appropriately handled as management follow the correct procedures.

The designated member of staff responsible for children with special educational needs and/or disabilities ensures all children are well supported. She and the nursery staff work very closely with the children's parents and various professionals to provide consistent appropriate care and support, to aid each child's development needs. She has introduced systems, which quickly help to identify and put into practice any support for children in the nursery who may require additional support to aid their development.

Parents state how accommodating, supportive and friendly staff are. They work with parents to ensure their child's needs remain continually met. Parents receive regular information about their child and the childcare centre through discussion, daily sheets and/or diaries, accessing children's learning journals and newsletters. Termly meetings with key workers and the recent introduction of 'home folders' for the pre-school age group provides further opportunities for parents to share in their child's progress.

The nursery manager and her staff are enthusiastic and continue to seek ways to improve for the benefit of the children and families who use the nursery. They use views obtained from parent questionnaires, implement ideas staff have brought back from recent training and from chatting with the children. Staff and management meetings happen on a regular basis to share for example, good practices and what actions need to be put in place following monitoring visits. The staff organise planning to promote children's individual progress but also follow the child's lead and interest as they play. Consequently, staff provide a good balance of children's free choices of play and adult organised activities. This is an area that was identified for improvement at the nursery's previous inspection which has been successfully addressed.

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

Unique reference number	EY397478
Local authority	Plymouth
Inspection number	914231
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	86
Name of provider	Noah's Ark Childcare Centres Limited
Date of previous inspection	10/03/2010
Telephone number	01752408090

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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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