

Noah's Ark Pre-School

401-403 Ewell Road, Surbiton, Surrey, KT6 7DG

Inspection date	02/07/2013
Previous inspection date	19/10/2011

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 well established and knowledgeable staff team are committed to providing a stimulating, interesting and welcoming environment for children that includes rich, varied and imaginative experiences for children.
- The staff team's enthusiasm, interest and creativity in their interaction with children and each other is infectious and creates an atmosphere of excitement capturing children's humour and interest.
- Highly effective use of self-evaluation and reflective practice, involving staff, children and parents is used to continually reassess the provision, generate new ideas and maintain continual improvement.
- Children are exceptionally well prepared for the move to school through practical experiences, ongoing purposeful conversations and discussion which help the transition become an exciting and anticipated experience.

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.

Inspection activities

- Safeguarding was discussed with staff, the manager and the pre school's policy sampled.
The inspector spent the inspection time observing staff and children in the preschool premises, garden and accompanied them on a visit to the neighbouring school playground.
- The inspector shared discussion with staff and with the manager, a joint observation with the manager also took place.
- Parents views were gathered through discussion with some parents.
- The inspector sampled children's information and development records.

Inspector

Jane Nelson

Full Report

Information about the setting

Noah's Ark Pre-School was registered in January 2000 and is run by a management committee. It is situated in the Royal Borough of Kingston Upon Thames. The pre-school operates from a purpose built bungalow within the grounds of Our Lady Immaculate Church in Tolworth, Surrey. Children have access to two interconnected rooms, a quiet room, three toilets, and a secure outside play area. The premise is within easy reach of local buses, schools, parks and a main line station.

The pre-school is registered on the Early Years Register. It operates from Monday to Friday, during term time only; there are two sessions daily 8.40am until 11.40am and 12.15pm until 3.15pm. There are currently 52 children on roll. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs a team of seven staff, including the manager. The manager and another member of staff have Early Years Professional Status. Of the rest of the staff one member has a Level 6 qualification in childcare, one has a level 5 qualification, one has Qualified Teacher Status and two have Level 3 qualifications. The pre-school is affiliated to the Catholic church and admission priority is given to baptised Catholic children.

What the setting needs to do to improve further

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

- enhance the existing links with other local schools children may be moving on to by using a range of resources to mirror the excellent links already in place with the neighbouring school.

Inspection judgements

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

The pre-school environment is stimulating, interesting and welcoming. The committed and knowledgeable staff team plan and provide a consistently rich, varied and imaginative range of play and learning experiences for children. Their enthusiasm, interest and creativity in their interaction with children is infectious and creates an atmosphere of excitement and fun capturing children's interest and encouraging exploration and investigation. Consequently children are highly motivated, eager to explore and learn and make excellent progress in their learning and development, given their starting points. The

pre-school environment is rich in resources which support all children's communication skills. In particular by providing different methods of communication for children learning English as an additional language or for those who may have speech delay. For example, picture communication signs and prompts are in use. There are also displays of photographs of the children and their families, words in different languages and picture links demonstrating which staff and children speak which languages.

The staff team skilfully and creatively make all aspects of the pre-school routine productive and meaningful learning experiences for children. The daily register time is used very effectively to enhance children's communication skills and build their confidence through group discussion and show and tell. Children's achievements and individuality are highly valued and they show confidence in speaking and listening in a large group. For example, children proudly show a model chair they have made at home, describing how they made it. Other children share their observations of the different shapes and colours in the model and notice there is some writing on part of the model. Staff use discussions about who will be the magic helpers today, to encourage name recognition as children recognise each other's names selected randomly from a bag of names labels. Staff create a fun activity of linking sounds to letters by rhyming children's names with other words starting with the same letter, and make sound patterns from different letters, all of which results in much laughter. Children take great pride in being selected as one of the magic helpers and wear their helper sticker with pride. This gives children individual responsibilities, builds their confidence, self-esteem and independence. At the end of the morning staff involve children in discussions focusing on who they would like to give a reward sticker to and why. Children give great thought to who should have a sticker. They explain their reasons for who they have selected 'because she helped me climb on the caterpillar and held my hand' and 'because he helped me tidy the toys away'. This encourages children's self-esteem and promotes a culture of kindness, sharing and helping each other.

Children have many well planned experiences for physical activity which they relish. They show great confidence in using a range of large and small physical skills and have excellent coordination. Children climb up ladders and whoosh down slides, they grip tightly on as they bravely slide down poles and practice balancing on toy mushrooms. Children enjoy an interactive dance session which a member of staff sets up using a video on the large whiteboard screen. Children are familiar with the music and actions, which they and staff enthusiastically and energetically copy. This encourages children's coordination, observation skills, their awareness of how their bodies feel after activity and generates laughter and singing. Staff use a short interactive yoga stretching video to help children relax and their bodies cool down. Children are familiar with this activity predicting the different positions, stretching their bodies they copy the positions they see on screen and link different noises to these, such as barking noises for the dog and 'sssss' for the snake positions.

Children are extensively supported in acquiring a wide range of skills that contribute to a secure readiness and eager anticipation of the move to school or the next stage in their learning. For example, highly effective links are made with the neighbouring school that increase as the time for the move to school approaches. Children eagerly anticipate the excitement of a visit to the school to use the play equipment in the playground and

thoroughly enjoy this experience. Children are secure in their familiarity with the school as they observe and converse with older children through the communal fence on a daily basis. Staff encourage this socialising by joining in children's conversations and talking about who they can see in the school playground. Good links are made with other local schools which children move onto although these are not yet developed to mirror the excellent links in place with the neighbouring school.

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

The staff team are excellent role models for children. They create a reassuring atmosphere and form positive, friendly and supportive emotional attachments with children. This builds children's confidence, social skills, self-esteem and encourages independence, gradually increasing as children prepare to move onto the next stage of their learning. Children show a strong sense of their own safety in their behaviour, moving and playing with care, helping with routines such as picking toys up and helping to clear away. They recognise routines and practices which help to keep them safe, such as listening, holding hands, helping each other and walking carefully.

Children's readiness for school is a continued and consistent strength of the pre-school which results in children confidently looking forward to an exciting next step. Staff are creative in discussing this at various times during the day, linking it to stories, discussing feelings and generating confidence in the children. For example, staff discuss how children might feel shy if they don't know everyone else at school.

Children show a strong independence in their own health needs reminding staff that they all need to use the toilet and wash their hands before leaving pre-school for a visit to the neighbouring school. The excited atmosphere generated by the school visit is calmed as children understand they need to walk safely and quietly in pairs from pre-school to the school. Children's behaviour is generally excellent; they listen, speak politely and are productively engaged in their play. When minor disputes do occur these are resolved swiftly. Children's excitement erupts once they reach the school play ground and they thoroughly enjoy their exploration and use of the play equipment. They behave safely using the equipment carefully and are a credit to the pre-school during their visit.

Children enjoy expending energy and associate physical play and exercise with fun which encourages their enjoyment of healthy lifestyles. They use their physical skills confidently during a wide range of physical activities and all aspects of the daily routine. For example, children confidently manipulate tongs to help themselves to fruit and a biscuit snack at snack time. They use a range of utensils to mark make and write confidently using pens, brushes, their fingers and interactive pens to draw on the large white board.

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

The manager and staff have a robust and clear understanding of their responsibilities relating to safeguarding children. They understand the procedures to follow if concerns regarding children's welfare arise or they have concerns regarding a colleague. The pre-school consistently implement these. Staff supervise children vigilantly and are well deployed, ensuring all areas of the pre-school are closely monitored and children are safe. Risk assessments are used robustly to monitor the premises, assess safety for outings and ensure equipment and resources are safe and suitable.

The manager and staff team share a clear vision and strong commitment to maintaining a high standard at the pre-school. They use consistent and continual self-evaluation to strive for excellence. Reflective practice and ongoing assessment is part of their daily routine and contribute to observations and planning. Children's views and comments are included in this practice. For example, staff discuss comments children make, such as asking if everyone can have snack together and eat crackers, saying 'we'll try to do that next time you 're here' and note this for future planning. The staff team observe, assess and monitor children's development accurately. They identify how to support children's development and any emerging needs swiftly, using their secure knowledge to focus highly effective planning and skilfully respond to children's individual interests and needs as they arise. Parents are encouraged to actively contribute to their children's developmental records by submitting observations of things children have said or done at home enabling staff to link these observations to activities or discussion with children. The pre-school is well equipped with a varied and interesting selection of play materials and resources which staff make easily accessible to children. Staff have recently added a selection of pictures of equipment so children can indicate if they want something not within their reach.

The manager has an excellent understanding of her role in monitoring to ensure that the pre-school is meeting all legal requirements. For example, ensuring staff to child ratios are met at all times, maintaining the required records and documentation, and notifying Ofsted of any significant events. The high staff ratio results in time being allocated to her away from the children for some office and management duties. Robust recruitment procedures are implemented to establish staff's experience qualifications and vet their suitability to work with children. Staff development is monitored, encouraged and evaluated through regular individual supervision meetings, annual appraisals, staff meetings and recognising individual strengths and interests. Staff are encouraged to attend ongoing training, reflect on what they have learnt and how that will be implemented in pre-school. They are encouraged to develop and extend their qualifications. For example, one member of staff has recently completed a Foundation Degree.

The manager and staff place a high priority on building excellent relationships with parents. They recognise how essential the sharing of detailed information is during the child's time at pre-school in order for staff to support and enhance children's experience and progress. Parents praise the staff team, and say their children love coming to pre-school, and they can see how their children are progressing. Highly successful strategies involve parents in their children's learning in a variety of meaningful ways. They participate in the management committee that oversees the pre-school, and who arrange social events such as the Summer barbeque. Parents are invited to participate in interesting activities such as sharing songs in their home language, which help children

and staff to learn about each other and different cultures. Information is shared very effectively between staff and parents through daily verbal communication, newsletters, the pre-school website and information, such as helpful suggestions for continuing learning at home, displayed on the notice board. The pre-school works effectively with other professionals involved in children's care providing continuity and support for children and their families.

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	131822
Local authority	Kingston upon Thames
Inspection number	922307
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	52
Name of provider	Noah's Ark Pre School Committee
Date of previous inspection	19/10/2011
Telephone number	0208 390 0011

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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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