

Childrens Ark Day Nursery

The Old Coach House, Papworth Hall, Ermine Street South, Papworth Everard, Cambridge, CB23 3RD

Inspection date	09/07/2013
Previous inspection date	30/09/2008

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 happy in this lively nursery. They enjoy a wide range of interesting activities that are thoughtfully planned for them by the dedicated staff team.
- Children in the toddler and pre-school rooms benefit from the time organised at lunchtimes and in the afternoons for them to mingle together. This gives opportunities for the older and younger children to work together and for siblings to spend time together.
- Older children enjoy spending time in the baby room where they can be with their siblings and enjoy taking part in singing activities with them.
- Children thoroughly enjoy playing in the nursery garden. They use the slide, plant vegetables and take part in activities linked to their favourite stories.
- The nursery owner and the staff team work well together. They regularly review their activity to ensure they continue to meet the children's learning needs so they continue to make good progress.

It is not yet outstanding because

- The pre-school children are not always provided with opportunities to reflect on their activities, to talk about how they went about it, how the activity went and if they would change anything the next time.
- Children's opportunities to discuss and explore their feelings and emotions through the use of props, such as puppets are not yet fully strengthened.

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

- The inspector observed activities in the three playrooms and in the nursery garden.
- The inspector held meetings with the owner of the provision and with three members of staff.
- The inspector carried out a joint observation with the owner of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers who were spoken to on the day of the inspection.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Children's Ark Day Nursery was originally registered in 2000 and was re-registered under the current ownership in 2005 on the Early Years Register. It is situated in converted premises in the grounds of Papworth Hall, Papworth Everard in Cambridgeshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2, level 3 and level 6, including one with Early Years Professional Status. The nursery opens Monday to Friday for 51 weeks of the year with the exception of bank holidays. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is a member of the National Day Nurseries Association and the Federation of Small Businesses.

What the setting needs to do to improve further

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

- extend the opportunities for children to think critically about their activities. For example, by giving feedback and helping children to review their own progress through talking with them about what they are doing, their planning, what worked well and what they would change next time
- expand the opportunities for children to explore their feelings. For example, by using books, puppets and pictures to encourage them to express their ideas about their emotions and friendships.

Inspection judgements

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

Children enjoy attending this nursery because the staff enable them to make good progress across the areas of learning. They are knowledgeable about the Early Years Foundation Stage and work well together to plan interesting and fun activities that are linked to each child's interests and their identified next steps in learning. Children are involved in the planning of the activities. For example, the staff ask them what they would like to play with after lunch. The children enthusiastically ask for superheroes, dinosaurs

and dressing-up clothes. When these activities come out the children become thoroughly engaged, with nearly everyone getting dressed up as a variety of characters. The staff extend children's interest by providing them with a range of art and craft materials which they use to make their own paper mobile phones and rings for their fingers, to enhance their dressing-up play. When children start attending the staff watch them play. The information they gather through these initial observations as well as information from their parents contributes to identifying each child's starting points. The key person for each child uses the information from the observations to help them plan appropriate next steps in learning. Each child receives a written profile every six months that gives an outline of their progress across the areas of learning. Children's parents are asked to contribute to this assessment and the key person plans for the individual child on an ongoing basis. Children aged two years have a summative assessment completed on a similar format that is also shared with their parents. Each child's observations are recorded in a file that also contains photographs of them during their activities and samples of their work and these are available for parents to look at. Parents are also encouraged to share their child's achievements at home through displaying notes on the 'talking tree', which also contribute to demonstrating the progress each child is making.

The staff are active in their support of all children to try out new experiences and to explore freely. For example, older babies who are curious about their environment and want to climb are encouraged to do so in a safe way. The staff are effective in distracting them from climbing on a chair and provide them with a large soft ring for them to climb over on the mat. The staff work closely with parents, talking to them about any new interests the children show so that they are aware. Younger children are enabled to express themselves freely. The nursery staff are trained in the use of a sign language system, which supports the children to communicate. However, there is scope to expand on the opportunities for children to explore their feelings and emotions through more use of puppets and pictures. Children are encouraged to make the most of the nursery garden. They have planted vegetables and they enjoy getting involved in an activity that is linked to a particular favourite story. In the garden they are confident to ask for items to enhance their play. For example, they ask for the play kitchen to be brought out from the shed so they can fill and empty a variety of containers. They work very well together; two children help each other to lift the heavy watering can to fill a bowl. The staff monitor this activity, talking to the children about what they are doing while ensuring they are leading the play. The staff respond positively to children's suggestions for activities. They collect a variety of resources to help the children realise their ideas. For example, a member of staff collects some guttering and stands to help the children set up a system to water the potato plants. They work together to try and ensure the water runs down the guttering into the planters. The staff talk with the children throughout. However, the opportunities for children to be fully involved in the reviewing of their ideas, to think about how the activity went and what they might do differently next time are not fully strengthened.

Children who are ready to move on to school are well prepared. The nursery has good links in place with the local school and passes on information to all schools via the required documents. Children are encouraged to visit their school with their parents and when they return the staff talk to them about what happened. Children work well together during their play and enjoy listening to stories. They are able to be independent. For example, they are supported to serve their own food at lunchtime and they take turns at

being a star helper to set up the lunch tables. Younger children make good progress in their personal, social and emotional development because the staff spend time with them. For example, older babies are encouraged to play together and to feed themselves at lunchtime either with a spoon or with their fingers. They demonstrate an enthusiasm for learning because they are keen to try out all the experiences. For example, they enjoy exploring messy play, drawing and sing while playing musical instruments.

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

Children clearly demonstrate that they feel safe and have a sense of belonging in this nursery. They arrive happily and are ably supported by the caring staff to separate from their parents. Babies and younger children readily settle to sleep and they are kept safe because the staff check on them regularly. During play, babies are confident to approach the staff, they put their arms up for cuddles and smile when they are greeted by familiar members of staff. The staff who work with the babies are supportive of each child's home routines and follow these wherever possible. Toddlers and older children are confident to choose their own activities. They are able to get items out from the low-level units and to move items around to enhance their play. Effective use is made of the nursery garden, which has areas of safety surface so it can be used all year round. The children enjoy going for walks in the grounds of Papworth Hall, particularly to the duck pond. In hot weather the staff are mindful of each child having sun cream applied, wearing hats and providing extra drinks during the day. Pre-school children demonstrate that they are building close friendships. They help each other and learn to consider others. For example, when they spend time in mixed age groups they help the younger children to find items they want and they show care and concern when accidents happen. Children's behaviour is good in this nursery. The staff are aware of the policy and this is reflected in their management of the children. They take time to explain to the children about the expectations for behaviour and the children have been involved in devising some guidelines for behaviour and these are displayed in the nursery rooms. Children are spoken to clearly so they know what they are required to do and they demonstrate that they understand the daily routines, which helps them to feel secure.

Children are well supported when they move between the nursery rooms. A key part of this nursery's practice is to encourage the children to spend regular time together in mixed age groups during the day and this contributes to children feeling confident when they move up to the next room. The key person works with parents to reassure them when they feel their child is ready to move on. The effective relationship with each child's parents including daily feedback ensures that their child's individual needs are met and that any changes are discussed and planned together. The key person prepares a written hand-over for the new key person, which outlines their current stage of development and their next steps. The children go for visits to their new room. This careful preparation and the regular time they all spend together promotes the children's successful move within the nursery.

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

The owner of the nursery and the staff team work well together and in partnership with the parents to ensure that the children's individual needs are met. Safeguarding is given suitable priority. The owner and staff team understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, they understand the nursery safeguarding policy and they know the procedures to follow in the event of any child protection concerns. Robust recruitment procedures ensure staff are suitable to work with children. The premises are secure and all parents and visitors are greeted on arrival. The staff maintain close supervision during the children's activities and they have effective systems in place to ensure that the required ratios are maintained at all times. The nursery is situated in listed premises. The owner of the nursery takes their responsibility to maintain the premises seriously by regularly decorating the nursery rooms and seeking permission from the landlord before making any changes. The staff and the owner carry out risk assessments of the premises and the outings they do with the children and take appropriate action to reduce any hazards.

The owner of the nursery works closely with her staff to ensure they all have and continue to develop a secure understanding of the Early Years Foundation Stage and how to implement it for each of the children attending. Therefore, the provider demonstrates an understanding of their responsibility to meet the learning and development requirements. The owner has strategies in place to monitor the educational programmes that are planned for the children and she works closely with the staff team to ensure that the assessment arrangements are effective in demonstrating the progress each child is making. The owner said that the recent introduction of staff supervision and general observations of their activity with the children has been beneficial in identifying the staff members' individual strengths and their training needs. She is committed to support the staff in their continued professional development through attending training courses and through working towards qualifications. Parents are fully involved in their child's learning and the nursery has developed effective partnership working with the local children's centre and school. These good partnerships contribute to children receiving a consistent approach and a successful move onto school when the time comes.

The owner and staff team has established effective procedures to evaluate their activity to ensure they continue to respond to the children's and families needs. They regularly discuss the way they work and devise well-targeted action plans for the continued future development of their provision. The owner has taken steps to address the recommendations made at the previous inspection and they value the supportive input from the local authority. This commitment to reflective practice demonstrates a good capacity to sustain the ongoing improvements.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY308246
Local authority	Cambridgeshire
Inspection number	922019
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	51
Name of provider	Childrens Ark Day Nursery Ltd
Date of previous inspection	30/09/2008
Telephone number	01480 831200

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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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