

The Salvation Army Noahs Ark Nursery

28 Brookfield Road, PORTSMOUTH, PO1 5HZ

Inspection date	05/08/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 feel safe and secure in the nursery and arrangements for safeguarding the children are robust.
- Children enjoy a wide range of activities, which stimulate and motivate them.
- Staff organise the environment so that children can choose their play materials and follow their individual learning styles.
- Children benefit from the successful partnership between the staff and parents.
- The staff team use observation, tracking and assessment systems effectively to ensure all children are challenged and reach their full potential.

It is not yet outstanding because

- Staff do not gain sufficient information from parents for every child, to consistently identify the starting points for all children's learning, when they join the nursery.
- The children thoroughly enjoy the time spent in the outside area. However it has not been fully developed to encourage children to explore, build and role play in a variety of ways.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities indoors and outside.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the written views of parents and the views of those spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Noah's Ark Nursery registered in 2013 and is one of two nurseries managed by the Salvation Army. It is situated in a converted building in the Fratton area of Portsmouth. Children have access to an enclosed outdoor area. The nursery is open from 8am to 6pm Monday to Friday for 51 weeks of the year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery has 41 children in the early years age group on roll. The nursery receives funding for free early education for two, three and four year olds. The nursery is able to support children with special educational needs and/or disabilities and also children learning English as an additional language. There are eight members of staff working with the children and all hold a relevant childcare qualification.

What the setting needs to do to improve further

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

- provide further opportunities in the outdoor area for children to use stimulating resources, such as planks, tyres and pipes, in a variety of ways
- strengthen the two-way flow of information relating to each child's experience at home, when children first start, to consistently identify the starting points for children's learning.

Inspection judgements

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

Children enjoy their time at the nursery. The staff create an environment where the atmosphere is positive and encouraging. Children take pleasure in their learning and achieve well. They develop new skills, grow in confidence and rise to the challenge of trying something new. Staff plan the educational programmes to ensure the children are offered interesting and challenging experiences across the different areas of learning. The nursery is organised to provide a stimulating learning environment, with access to well-resourced areas that children can explore freely. Adults are good at getting down to the children's level when talking to them. They gain eye contact with the children before talking and encourage children to listen to what is being said. This approach contributes to the building of good relationships and helps children develop good listening skills to prepare them for school. Children's social skills are developing well and are promoted by staff, who regularly praise the children for their achievements. During creative play

children are able to experiment with a variety of textures including shaving foam, glue and paint. Babies have lots of opportunities to explore resources with their senses. They touch and handle toys discovering how things make a variety of noises and have different textures.

Parents complete an 'all about me' form before children start at the nursery. However, this does not contain sufficient detail of children's learning and development at home to enable staff to identify children's starting points when children first join the nursery. Activities are planned around children's interests and focused, adult-initiated activities are planned to help individual key children achieve their next steps in learning. Observations and photographic evidence are collected by all staff and included in each child's learning journey folder. Staff use a tracking sheet showing how children are progressing in the different areas of learning and this is used to identify any gaps in children's progress. The good links with parents mean they are kept informed of their children's progress. The nursery has implemented the progress check for children aged two years and all documentation is in place and shared with parents.

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

Children enjoy their time at the nursery. They are welcomed into a warm and friendly environment by staff who meet the children's welfare and learning needs well. A good key person system is in place and children develop emotional bonds and trusting relationships with their key person. This helps children to develop good levels of self-esteem and confidence, and prepares children for their next stages in learning. The staff use daily diary information sheets for all the children, which keeps parents informed about their child's day. Staff are caring and offer sensitive care when babies are being settled to sleep, bottle fed or having their nappies changed. Children behave well and they are learning to share, take turns and play well together. Good systems are in place for behaviour management. The nursery has a thorough policy in place. Staff are consistent and give children lots of praise and encouragement during the day. All children are included and supported well.

The indoor play areas are well organised to ensure children can take part in a variety of activities. However, resources for physical play and role play in the outside area are few. This means the children's opportunities to explore, build and role play in a variety of ways outdoors are limited. A good variety of healthy and nutritious meals and snacks, which are freshly cooked, are included in the balanced menu offered to the children. Children learn about good hygiene routines and are reminded about washing their hands after using the toilet and before eating. Good systems are in place to inform staff of any health or dietary issues the children may have and records are kept of accidents or any medication administered. Staff support the children as they progress from the baby room to the older age group and staff support and prepare older children well as they get ready to move on to school. Staff invite teachers from the local schools the children will move onto to visit the nursery. This helps children to become familiar with them in readiness for going to school.

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

Children are secure and happy in this welcoming environment, where staff offer them a wide variety of resources and play opportunities. Children are safeguarded well because the nursery is well organised and staff prioritise the children's safety. Clear procedures are in place for recruitment and vetting of staff, which ensures all adults working with children are suitable to do so. Staff are supported to ensure they all know their roles and responsibilities concerning child protection. They ensure access to the premises is secure and that all staff, children and visitors are signed in when inside the nursery. All staff take responsibility for children's health and safety, inside the nursery as well as outside. They are vigilant and use risk assessments successfully to minimise any hazards. One of the nursery's strengths is how well the staff team work together. Staff meet regularly to share information and staff are included in decision making. This enables staff to take pride in their surroundings, enhances their practice and has a positive impact on the children.

There are good systems in place to monitor and evaluate the nursery provision to ensure any strengths and areas for development are highlighted. A comprehensive range of policies and procedures are in place to underpin how staff work, to ensure children's welfare needs are met. Very good partnerships between the staff and the parents ensure key information is shared between them. Parents are kept informed about daily routines and the activities their children have taken part in. Parents express confidence in the standard of care, communication and their children's preparation for the future. Staff value and welcome every child and their family into the nursery. Although no children attend other settings at present, staff know to liaise with other providers for continuity of care when the need arises.

The Childcare Register

The requirements for the compulsory 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	EY460109
Local authority	Portsmouth
Inspection number	903672
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	41
Name of provider	Salvation Army Trustee Company (The)
Date of previous inspection	not applicable
Telephone number	02392 824 573

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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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