

# Noah's Ark Childcare

Noah's Ark Childcare and Community Centre, Queen Street, NORMANTON, West Yorkshire, WF6 2DQ

## Inspection date

02/08/2013

Previous inspection date

25/10/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- The learning environment is clean, safe and stimulating and children have independent access to a wide range of activities and resources. Therefore, children are happy and they approach their play with excitement and enthusiasm.
- Key persons know children well and because of this they meet their needs and support their progression. Through 'learning stories' they share good information with parents about children's achievements and their next steps in learning.
- Practitioners implement effective health and hygiene procedures and because they provide a balanced and nutritious menu, they promote children's good health.
- Practitioners' commitment to improving the provision for children and they are confident to share their ideas. Through regular performance audits and peer observations, management take their responsibilities seriously for improving personal effectiveness and tackling under-performance.

### It is not yet outstanding because

- The use of the local community and immediate environment, for example, by taking children on outings and visits to extend their learning to further enhance their understanding of the world and places, is not fully embraced.
- Information sharing regarding children's progress and experiences who attend before and after school is not fully effective with some settings that children attend. Therefore, their continuity of learning is not always maximised.

## 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 toured the premises and observed children of all ages playing indoors and outdoors.
- The inspector completed a joint observation with the deputy manager, she spoke with the registered person, manager and practitioners at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documents, self-evaluation, evidence of suitability of practitioners and a range of other documentation, policies and procedures.
- The inspector took account of the views of parents through discussions and documentation.

## Inspector

Helen Blackburn

## Full Report

### Information about the setting

Noah's Ark Childcare was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Normanton area of Wakefield and it is managed by a partnership. The nursery serves the local and wider community and is accessible to all children. It operates from a converted school and children are cared for in four rooms dependent on their ages. There is an enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, one is qualified to Early Years Professional Status, one holds appropriate early years qualifications at level 6, one at level 4, 10 at level 3 and two at level 2.

The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm and children attend for a variety of sessions. There are currently 99 children on roll, of these; 67 children are in the early years age group. The nursery provides funded early education for three-and-four year-old children. It supports a number of children who speak English as an additional language or children with special educational needs and/or disabilities. The nursery is a member of the National Day Nursery Association.

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

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

- enhance opportunities for children to be involved in learning which takes them into their local community so that they can talk about features of their immediate environment and learn about similarities and differences in relation to places
- strengthen partnership working by ensuring there are robust communication links with all settings children attend, so that young children attending before and after school fully benefit from a shared understanding and common approach to supporting their progress.

## Inspection judgements

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

Practitioners have a good understanding of how young children learn and develop. They provide a well-resourced and stimulating learning environment both indoors and outdoors

where children access a broad selection of resources across all areas of learning. This promotes children's independence because they make their own choices in play. For example, when accessing outdoors young children enjoy playing with the cars and older children opt to play ball games. Practitioner's interactions with the children are good and they are actively involved in their play. This contributes to supporting children's progression. Practitioners ask open-ended questions so that children think for themselves and solve their own problems. They listen to children's ideas and include their likes when planning activities. Therefore, children are motivated and enthusiastic learners who are engaged in their play because their ideas influence the planning.

Practitioners regularly observe and assess children's progress, which means they have a clear understanding of each child's abilities, likes and needs across all areas of learning. They summarise children's progress on a regular basis and through a 'learning story' and provide good information to parents about children's achievements and their next steps in learning. They use the information from their observations to plan a wide range of experiences to support children's next steps. Therefore, children make good progress in their learning and this provides secure foundations for children's future learning, such as starting school. In addition, because practitioners effectively observe and track children's progress, they quickly identify any concerns and put in place intervention strategies to ensure children receive the additional help they need. For example, providing one-to-one support for children with special educational needs and/or disabilities. Therefore, supporting all children to make progress in their learning.

Practitioner's positive interactions with children contribute to promoting children's language and communication skills. They extend young children's vocabulary, including those with English as an additional language, by introducing new words, speaking clearly and by engaging children in everyday conversations. Older children are confident speakers, they ask questions and engage easily in conversations with others. Children enjoy books. They listen attentively to stories and they are confident to talk about what they see and what they think will happen next. Children are eager to write for different purposes. Younger children make marks with the paint and older children enjoy making lists and attempting to write their name on their pictures. This supports well children's early literacy development.

Practitioners effectively promote children's progress in mathematics. Through songs, rhymes, jigsaws and games, they introduce children to number and other mathematical concepts. For example, children match and sort through the 'body parts' game and they count in everyday situations. Practitioners provide good opportunities for children to explore different media and textures, such as dough, sand, water and paint. This promotes children's physical development and encourages children to learn through all their senses. For instance, babies like the feel of the sand as it trickles over their feet and young children use their hands and different tools to squeeze, prod, roll and manipulate the dough. Children are imaginative and creative learners and this fosters their development in expressive arts and design. Children engage in role play, which fosters their imagination. For instance, older children pretend to make tea in the home corner and young children express their own ideas when playing with the animals and cars. Through a wide variety of arts and crafts, such as painting, sticking and music, children express their creativity, ideas and thoughts. Children learn about nature, the natural environment

and different people who live in society through a varied range of activities. For example, posters, activities that involve children in celebrating different cultural events and festivals helps them to embrace and have positive attitudes towards all people who live in society. Children enjoy planting and growing different foods and plants and this helps them to learn about nature and the natural world. These activities contribute to supporting children's development in understanding of the world. However, there is scope to enhance children's learning further in this area. Although children enjoy some outings and visits in the local community, these visits are infrequent. Therefore, practitioners are not always maximising on what the local community and immediate environment has to offer when planning for children's learning, such as providing opportunities for children to look at similarities and difference in the places around them.

Practitioners have good relationships with parents and work well together to meet children's needs and to support their progression. Parents receive good information about the provision and education through a welcome pack, which includes a compact disc of the nursery's policies and procedures. Parents have free access to their child's progress record and a 'learning story' provides information on children's progress and achievements. Practitioners encourage parents to share children's achievements at home through the 'wow wall' and by adding their comments to the 'learning story'. This contributes to promoting continuity in children's learning. Practitioners work well with parents to ensure they support children with special educational need and/or disabilities or children with emerging concerns. For example, they regularly share information, discuss progress and devise clear targeted plans so that individual learning is tailored to each child's specific needs. This includes providing one-to-one support and care for children if needed.

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

Practitioners gather detailed information from parents when children start at the nursery. Through 'my early years passport', discussions with parents and settling-in-visits, they effectively find out about children's likes, needs, routines and abilities. This promotes continuity in children's care and secures the transition between the home and nursery. All children work closely with their key person and this means they build up strong bonds, attachments and positive relationships with them. Therefore, children are happy, feel safe and settled at the nursery. In addition, younger children have good opportunities to mix with older children, alongside the security of their key person. This promotes children's confidence and independence and helps them as they embark on their next stage in learning, such as starting school or moving rooms in the nursery.

Practitioners provide a clean and safe learning environment for children. They manage this because they carry out daily safety checks and complete regular risk assessments of all areas, such as the outdoor equipment and the safe use of electrical equipment. Health and safety measures also include regular performance audits to establish how effectively practitioners implement policies and procedures. Therefore, contributing to keeping children safe. Through play and routines, children are developing a secure understanding of how they can keep themselves safe. For example, when playing in the sun they know why they need to wear sun protection and that they understand the importance of

drinking plenty of fluids. In addition, through regular fire evacuation practises, children know what to do in an emergency. Practitioners implement a wide range of policies and procedures that contribute to promoting children's health. For example, through cleaning routines and management of illness, they minimise the risk of infection and illness. Nursery menus are varied; they provide children with a good range of healthy snacks and meals. The children have good opportunities to play outside. This means they frequently access fresh air and engage in physical activities. This promotes their physical development and effectively supports children in leading a healthy lifestyle. Older children enjoy ball games, younger children skilfully ride their bikes around obstacles and babies love the space and freedom they have to roll and crawl. Through everyday routines, such as hand washing before meals, practitioners are helping children to learn about the importance of good hygiene practices. In addition, practitioners provide good opportunities for children to develop their self-care skills and independence. For instance, at mealtimes children pour their own drinks, serve their own lunches and babies are given the opportunity to feed themselves.

The learning environment is welcoming and provides a sense of belonging for children. This contributes to effectively promoting children's personal social and emotional development. For example, practitioners display children's work and photographs around the nursery. Practitioners are positive role models and they provide consistent routines and boundaries so that children develop a good understanding of right and wrong. They effectively use praise to celebrate children's achievements and this promotes children's self-esteem and confidence. Through play and gentle reminders, children learn about the importance of being kind, sharing and taking turns. For example, when playing the 'body match' game, older children listen to their peers and wait their turn. As a result, children have cooperative and harmonious relationships with their peers. In addition, practitioners work closely with parents and external agencies to ensure appropriate and consistent strategies are in place when supporting children who are experiencing difficulties in managing their behaviour.

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

Practitioners fully understand their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All practitioners access basic safeguarding training and any senior practitioners and managers with designated responsibilities, access advanced training. This means they have a good understanding of the potential signs of abuse and neglect and the procedures for reporting concerns. Therefore, practitioners are proactive in protecting children from harm. The nursery maintains a wide range of detailed documentation, policies and procedures, which includes risk assessments, management of illness and dealing with accidents. Detailed inductions ensures practitioners are aware of this information and through regular performance audits, management 'test' their understanding at frequent intervals, once employed. This contributes to keeping children safe and ensures practitioners are aware of their roles and responsibilities. Documentation includes evidence of suitably checks on practitioners and detailed information regarding children's individual details. Through rotas and contingency plans to cover sickness and holidays, management

ensure they maintain adult to child ratios. Through effective deployment, practitioners supervise children well in their play. This includes key persons providing support and reassurance when younger children mix with the older children to ensure they feel safe.

Through reflective practice, regular staff meetings, self-evaluation in each room and working closely with the local authority, the provision is proactive in bringing about positive change for children. Practitioners are confident to share their ideas to improve the provision for children. For example, they suggest ways to enhance the planning and observation arrangements and they are eager to share their experiences when improving free flow between the indoors and outdoors. Each room completes a self-evaluation, which means the nursery considers all ages when setting their action plans for improvement. In addition, through successfully addressing actions and recommendations from the last inspection, improvements for children are positive. For example, the introduction of the progress check at age two, which supports the early identification of gaps in children's learning, putting in place effective measure to address any concerns. In addition, more detailed risk assessments promote a safe environment for children to learn. Practitioners access a wide range of training to support their professional development. Through peer observations, performance audits and appraisals, management support their personal effectiveness and take steps to tackle under-performance. Practitioners welcome the views of children and parents and they seek feedback through questionnaires and discussions. As a result of feedback from parents, practitioners review and improve the nursery menus to reflect parent's ideas.

Practitioners have good relationships with parents and they work together to support children's progression. Therefore, contributing to supporting children in their future learning, such as school. Comments from parents are positive. They say their children are happy. They express how well practitioners work with them in regard to meeting their specific needs, such as special educational needs and/or disabilities. Practitioners communicate with all settings children attend and they ensure they share relevant information about children's care. However, their relationships with some settings are much stronger than others. As a result of this, the information they receive from different settings, such as schools about children's progress, planning and experiences is variable. Consequently, for the young children who attend the nursery before and after school, planning coherence and continuity in their learning is not always maximised. Partnership working with external agencies, such as health professionals is good. This means they work together to set clear goals and targets to support all children. Therefore, they effectively support children with special educational needs and/or disabilities or children with English as an additional language to progress well, given their starting points.

### **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>	EY394744
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	930610
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	106
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Noah's Ark Childcare Partnership
<b>Date of previous inspection</b>	25/10/2012
<b>Telephone number</b>	01924890901

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

