

The Children's Ark

Pendeen School, Church Road, Pendeen, PENZANCE, Cornwall, TR19 7SE

Inspection date

Previous inspection date

08/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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

- There is an effective key person system in place, which promotes good partnerships with children and parents. As a result, children form secure attachments, which enhance their well-being and development.
- Staff have a good understanding of their responsibility to safeguard children and of how to appropriately promote positive behaviour. Children follow the good examples set by adults and their behaviour demonstrates that they feel safe and secure.
- Children are confident and independent. They engage in a wide range of enjoyable activities, which successfully support their learning and development.
- Staff record children's progress accurately, tracking their development and identifying appropriate next steps in learning. As a result, children make good progress in their development in preparation for their future learning.

It is not yet outstanding because

- Opportunities for children to develop their literacy skills outdoors are not as effective as indoors, as there are fewer resources to promote the regular and purposeful use of letters, signs and symbols.

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 engaged in discussion with children, parents and staff.
- The inspector viewed the premises, toys and equipment.
- The inspector observed interactions between adults and children at play.
- The inspector sampled nursery documentation and children records.

Inspector

Jayne Pascoe

Full Report

Information about the setting

The Children's Ark offers full day care and is managed by a voluntary committee. It opened in 2006 and re-registered as an incorporated charity in 2012. The nursery operates from purpose built premises to the rear of Pendeen Primary School, in the village of Pendeen, Cornwall. There is a secure enclosed outdoor play area. It is registered on the Early Years Register and the compulsory Childcare Register. The nursery operates between 8am and 5pm on weekdays for 48 weeks of the year. There are currently 47 children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 13 childcare staff. The manager and two of her staff are qualified teachers and the manager has also achieved Early Years Professional Status. All but one member of staff have childcare qualifications to a level 3 and one is qualified to a level 2.

What the setting needs to do to improve further

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

- extend opportunities for children's learning in the outdoor area further through, for example, the provision of visual support of letters, signs and symbols.

Inspection judgements

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

Staff have a secure understanding of how children learn and develop. They liaise very effectively with parents during home visits, to obtain useful information about children's individual needs and abilities. This helps them to plan sufficiently challenging and enjoyable learning experiences across all areas. Children enjoy a variety of play opportunities based upon their unique interests and preferences. For example, some children particularly enjoy riding on the toy tractors, as they live on a farm and wish to role-play home life experiences. This promotes their sense of self-awareness and confidence. Adults are skilful in their interactions with children. They make suggestions for extending activities, by using the wide range of drawing and writing materials to write letters to their family. This provides opportunities for additional challenge to enhance children's learning further. As a result, children make good levels of progress in relation to their starting point.

Staff successfully promote the development of children's key skills for future learning. For example, children learn to communicate very effectively through ongoing discussion, signing, body language and facial expression. This helps them to develop friendships and initiate ideas for play. Children are also beginning to recognise and meet their own personal care needs. This increases their independence and sense of self-respect. The nursery is successful in providing a welcoming, homely, family atmosphere where children and adults alike are relaxed, friendly and approachable. As a result, children have a strong sense of belonging.

Staff deliver good quality teaching to support children's learning and development. They use interesting resources to promote a high level of curiosity and inquisitiveness. This includes heuristic play with textured shiny material, natural objects and reflective surfaces to stimulate the senses and encourage exploratory and investigative play. Adults enthusiastically interact to encourage children to extend opportunities for learning. Adults make suggestions, ask questions and provide plenty of praise and encouragement. This increases children's self-confidence and promotes their sense of achievement. As a result, children are confident learners who display high levels of independence. They initiate play with their friends, involve adults when required, and are keen to make suggestions for future activities.

Assessment records contain clear and concise evidence to show that children make good progress in relation to their starting point. The key person uses ongoing observations to plan appropriate opportunities to promote children's learning. Parents are actively involved, as they contribute to the assessment record and work closely with staff to share and agree ideas for home learning. For example, children take photographs at home so that they can share these experiences with the children at the nursery during group discussion time. This helps them to develop an awareness and understanding of the past, present and future.

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

Children form a secure attachment to adults and are happy, settled and confident. Children enter the nursery enthusiastically and engage in enjoyable activities with their friends. They develop the ability to cooperate and negotiate with one another to maintain harmonious play. Children follow the good examples set by staff and take care of the environment and each other. Adults are calm, gentle, kind and sensitive to children's needs. As a result, children are helpful, considerate and very well behaved. Children benefit from good opportunities to develop a positive awareness and respect of people's differences, as they explore the local community, wider world, their own cultures and beliefs and those of others.

Children benefit from a designated key person, who identifies and meets their specific needs. Children learn how to keep themselves and others safe through ongoing discussion with adults, during which they identify and manage everyday risk. For example, they talk

about how to handle small tools carefully and avoid trips and falls indoors and outdoors. Adults are highly attentive and responsive to children, which helps them to feel safe and secure. Staff promote children's good health through effective daily hygiene routines, opportunities for fresh air and physical exercise and by encouraging healthy eating habits. Staff reinforce these practices with explanations about why it is important. Therefore, children understand the positive impact that these practices have on their health and well-being.

The nursery environment is welcoming, well organised and stimulating. Children are able to choose toys and equipment easily as they are stored in labeled, low storage units. Staff divide the playroom into several different areas in which children can enjoy a variety of play activities. In addition, there is a sleep room, kitchen/diner and small activity room. Children move freely from indoors to outdoors, where they follow the road track as they ride on tractors and bikes and push wooden trolleys. They 'park' these toys neatly after use in the individually numbered parking bays. Although indoors is very well resourced, there are few opportunities for children to use visual prompts to support their literacy skills outdoors. Therefore, children who particularly enjoy the outdoor learning environment do not benefit from a sufficiently wide range of resources to support their play and learning.

Children take responsibility for helping to set out activities and tidy away toys after use. They hang their belongings on their coat peg in the entrance foyer and engage in 'self-registration' when they arrive. Children's work is valued and displayed attractively on the playroom walls. These good practices successfully support children's sense of belonging. Children and their parents are welcomed warmly into the nursery and new children are encouraged to visit with their parents, which helps them to settle gradually and in their own time. Positive partnerships with local schools are in place, which support children in their move in to school life.

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

Staff have a very good understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. They are confident and competent in their role and responsibilities and all work well to support one another and the children in their care. The committee are actively involved in the day-to-day operation of the nursery provision. Staff implement effective policies and procedures consistently across the nursery and these are also shared and agreed with parents. Adults have a secure understanding of the local safeguarding procedures and are confident to follow these if required. A written risk assessment is in place and staff complete daily visual checks to maintain the safety and suitability of the premises, toys and equipment. Children learn how to identify and manage everyday risk, through discussion and during daily routine activities.

Staff are knowledgeable, experienced and skilful in the promotion of children's learning

and development. They interact well to sensitively support and encourage children in their play. Very effective written systems for assessment and planning are in place. As a result, staff deliver good opportunities for children to make progress across all areas, through activities that truly interest and engage them. Parents provide very positive feedback on the quality of nursery provision. They are delighted with the welcoming, open and friendly nature of staff. Parents describe how their children are very well cared for, enjoy their time at nursery and look forward to returning each day to play with their friends. Parents also explain how they liaise regularly with their child's key person, to agree appropriate 'next steps' for learning and establish how to promote this at home. Assessment records show that parents share written evidence of what children have done at home, to celebrate these achievements with the nursery.

Monitoring systems for staff performance are effective and help to identify future training needs and establish ongoing suitability. Staff demonstrate an ability to maintain continuous improvement in the quality of provision. They welcome support and advice from the local authority and the school, which in turn contributes to meeting children's needs. A comprehensive action plan is in place, in order to drive continuous improvement in the nursery practice. This includes the introduction of a range of 'activity bags' for children to take home to share with parents, resurfacing the outdoor play area and enabling children to contribute to future action plans. This is intended to strengthen partnership working further, enhance the learning environment and increase children's sense of self-worth, as they influence plans for their future learning and development.

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 | EY457353 |
| Local authority | Cornwall |
| Inspection number | 919344 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 28 |
| Number of children on roll | 47 |
| Name of provider | The Children's amazing rural kids LIMITED |
| Date of previous inspection | not applicable |
| Telephone number | 01736 787167 |

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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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