

Ark in the Park

20 Keyberry Park, Newton Abbot, Devon, TQ12 1BZ

Inspection date	21/11/2013
Previous inspection date	05/02/2011

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

- Relationships between staff and children are close, supportive and encourage children to develop into confident young people.
- The use of praise and encouragement is consistent, which encourages children in their development and enables them to celebrate achievements.
- Staff respond to children's interests and make changes to support them, promoting their development well.
- Partnerships with parents are strong and they feel involved in their children's learning.
- There are robust systems for appraisal and supervision, which promotes good staff practice.

It is not yet outstanding because

- Daily routines in the baby room are not consistently organised to support children's individual needs.
- Snack time in the toddler room does not always promote independence and table manners, which slightly reduces opportunities for children to develop these skills.

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 spoke to staff and held discussions with the manager and owner.
- The inspector undertook observations of children and staff interactions with them, inside and outside.
- The inspector spoke to some parents to gain their views on the nursery.
- The inspector carried out a joint observation with the manager and owner of staff interactions with children.
- The inspector reviewed some relevant paperwork including children's learning records, planning documents and staff qualifications.

Inspector

Katherine Lamb

Full Report

Information about the setting

Ark in the Park is a privately owned day nursery that opened in 2001. It operates from a large Victorian property situated in a residential area on the outskirts of the town of Newton Abbot. All children share access to a secure enclosed outdoor play area, where they also have supervised access to two donkeys. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 78 children may attend the nursery at any one time. There are currently 123 children aged under five years on roll. The nursery receives funding for nursery education for children aged three and four years. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children come from a wide catchment area. The nursery currently supports children with special educational needs and/or disabilities. There are 24 members of staff employed to work directly with the children, 16 of whom hold relevant level 3 qualifications. Most other staff are qualified to level 2. The manager holds Qualified Teacher Status. The nursery also employ a Chef and assistant cook, and an administrator.

What the setting needs to do to improve further

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

- strengthen the organisation of daily routines in the baby room so that children's individual needs are more consistently met

- review organisation of snack time in the toddler room so that children are able to develop independence and positive table manners.

Inspection judgements

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

Staff meet the needs of the children well. Children show that they enjoy their time at the nursery as they enter quickly and greet their friends on arrival. They are happy and independently play on their own or in small groups, confidently asking for adult support. All rooms are very well-resourced. Staff label resources with photographs to help children recognise what is available and children move with confidence around the rooms. Staff show close, warm relationships with children and they know them well. They use good teaching techniques to motivate children to learn, preparing them well for their next stage of learning and for their eventual move to school. Staff talk to children to assess what they already know and build on this to extend their learning. Each child has a development record called 'Learning journeys', which includes planned and spontaneous

observations. Staff use this system effectively to track and monitor children's learning and development. In addition, these records enable staff to complete the progress check for children aged two years. Staff plan well for children's interests and cover all areas of learning and development, both inside and out.

Staff are attentive and support children's learning well. Children are clearly enjoying their play and are keen to show their friends and staff what they can do, showing a positive attitude to learning. Staff are aware of the needs of the babies in their care and respond promptly to their gestures or clues that show they are tired or thirsty. However, organisation of daily routines sometimes means that babies have to wait to have a sleep or their bottle, which slightly impacts on their wellbeing. Staff show respect for babies. They ask 'can I change your nappy please?' rather than just picking them up and carrying them to the nappy changing area. Most babies respond by lifting their arms up in anticipation or lying down on the floor, showing that they are ready to be changed.

Children of all ages thoroughly enjoy playing in the well-resourced garden. All ages play together meaning that siblings are able to see each other and parents and children appreciate this. Children are eager to get greet the nursery donkeys that live at the bottom of the garden and caring for them helps them to learn about how to look after others. Older children also visit their bug hotel. They use magnifying glasses to see who has 'checked in' and compare what they see to pictures identifying their new residents. Children also learn to take risks as they are able to use the climbing frame, slide and the giant log that they can climb and jump from. Staff position themselves to supervise children and are available to support play if needed.

Staff promote children's interest in books well. Children of all ages show their love of books by taking them to the staff to read. Staff support children who are learning English as an additional language or have additional needs well. They have written detailed plans to support these children and work closely with their parents. Consequently all children are making good progress. Toddlers enjoy their hair dressers role play and are keen to brush each other's hair or have theirs done. They are able to use resources such as combs, shampoo bottles and a shower head in their play. Staff have displayed pictures and key words in the salon to support children in the learning and play and this also helps to extend their vocabulary. They also enjoy being able to choose songs to sing and act out in their music room and staff support children to learn to take turns when deciding on a song to sing.

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

Staff promote children's well-being effectively. Children show loving relationships with their friends and mostly play in harmony together as they share their toys and communicate well. They are confident learners and either ask for support when needed or happily play independently. Children show they feel safe and secure as they move around with confidence. Staff encourage positive behaviour by using praise and encouragement for achievements. For younger children stickers are used as well as praise. Children's positive behaviour is also promoted through the display of group rules. Staff manage

children's behaviour well working closely with parents for consistency between home and the nursery.

Children are aware of the importance of self-care routines and know that they need to wash their hands before eating. They show their 'clean hands' to staff before sitting at the table. Snack time in the toddler room can be disorganised at times with children taking food and walking around eating. Staff do not encourage them to pour their own drinks, which means their developing independence is not fully promoted. At lunch times children have a healthy meal provided by the nursery. Older children are able to cut their own food and pour their own drinks showing independence. This helps them to prepare for the move to school. Children's dietary requirements are catered for well. These are displayed with photos of the child for staff in the kitchen to make sure that children receive the right food.

Children enjoy physical play in the outdoor area. There are extensive gardens for them to explore and all ages have regular opportunities throughout the day to go outside. Staff working with younger children give simple explanations to help them learn about their own safety from a very early age. For example, they remind babies to 'hold on tight' when pushing their toys around to avoid falling. Pre-school children are reminded to think about their own safety as staff ask them questions about running inside and why it is better to run outside.

Children are prepared well for their moves through the nursery. They visit other rooms for several sessions beforehand to enable them to become familiar with the new environment, routine and staff. The children's learning journeys and assessments move with the child and parents are kept informed when their child is due to transfer to the next room.

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

The manager and owner have a good understanding of their responsibility in meeting all the requirements of the Statutory framework for the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place, including a safeguarding policy, which staff understand and implement daily. All staff have attended safeguarding children training and keep up-to-date with changes in policy through staff meetings and displays in the staff room. Staff know how to report any concerns in order to promote children's welfare. Staff have current first aid training and deal with any accidents or injuries appropriately so that parents are well-informed and children are well-cared for. All staff undergo suitability checks. The nursery has good recruitment and induction procedures in place to ensure that new staff and trainees clearly understand their roles and responsibilities. New staff are given a mentor to help them settle in and learn the nursery policies. Staff check the premises daily before the children arrive and after they leave. This shows that staff understand the need to provide a safe and secure environment for children and they do this effectively.

Staff have annual appraisals and informal supervision meetings. At these, management set action plans and staff take responsibility for their training and development, reporting back to the manager. This system works well as all staff feel involved in improving the nursery. They also have staff meetings and room meetings to support them in their roles. The manager and owner are passionate about working together to improve the quality of the nursery provision for children and have action plans in place.

Staff and management are involved in effective self-evaluation along with feedback from parent questionnaires and the child's voice. The manager and the owner have realistic ideas about strengths and areas for development and have a plan in place to improve the nursery. They have a clear vision of how they want to take the nursery forward.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. They are kept well-informed about their children's welfare and staff liaise with them to ensure that the routines of younger children are respected. Staff also share information about children's development, which helps to involve parents in their children's learning. Staff also use newsletters, informal chats and parents evenings to involve parents. This helps to provide clear continuity of care and learning for children.

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

Unique reference number	154066
Local authority	Devon
Inspection number	933965
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	78
Number of children on roll	123
Name of provider	Ark In The Park Day Nursery Limited
Date of previous inspection	05/02/2011
Telephone number	01626 324800

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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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