

# Noah's Ark Childcare Centre

133 Babbacombe Road, Torquay, Devon, TQ1 3SR

## Inspection date

14/11/2013

Previous inspection date

02/02/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide children with a safe environment where they can play freely.
- Staff are consistent in how they deal with behaviour management. Consequently, children learn how to behave and play well alongside their friends.
- Children have strong attachments with their key person. This helps them to feel settled and secure.

### It is not yet good because

- There are inconsistencies in how often observations and assessments are recorded, meaning they are not used well enough to support planning and to build on what children know.
- Staff miss opportunities to extend children's learning during their own chosen activities.
- The outdoor play area is not developed fully to provide an enabling environment for children to learn.

## **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 observed the children in the playroom and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the proprietor, the area manager, manager and members of staff.
- The inspector sampled children's assessment records and procedures, including the settings risk assessment.

## **Inspector**

Sally Hall

## Full report

### Information about the setting

Noah's Ark Childcare Centre is a long established nursery, which was taken over by new management in September 2003 and is part of the Noah's Ark childcare group who have seven other nurseries. The nursery is situated in the centre of Babbacombe, in Torquay and operates on two floors with access to a garden at the rear of the property. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from 8am to 6pm Monday to Friday all year round. After school care is also offered for children between the ages of five and eight years. There are currently 72 children on roll at the nursery, all of who are in the early years age group attending at various times of the week. The nursery receives funding for the provision of free early education for children aged two, three and four- years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There is a team of 14 staff including a cook and cleaner. The majority of staff hold a recognised childcare qualification and the manager is a qualified teacher and has Early Years Professional Status. The setting is overseen by an area manager from Noah's Ark Childcare Services.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching in the outdoor learning environment by providing more resources and play opportunities to encourage children to explore and investigate
- review the way in which observations and assessments are recorded to provide an accurate picture of what all children can do and the progress they are making to support them fully in their next steps of their learning and development..

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

- improve the way staff support children during child-led activities.

## Inspection judgements

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

Children are keen to learn and concentrate well at their chosen task. The planned educational programme covers all the areas of learning. However, some areas have less emphasis to support children as they play and to provide challenge and build on what

children know and can do. On occasion when children chose their own activities, such as playing with water and construction toys, staff miss opportunities to extend their learning. Staff do not use these opportunities to support their early mathematical skills and during everyday routines such as at snack time counting how many pieces of fruit they have. The children are supported well in their personal, social and emotional development. This ensures they feel safe and happy as they play and builds their positive self-esteem and confidence. However, the teaching is variable. Group activities are organised well such as story and singing time. Children listen attentively and are keen to ask for their favourites songs and actively join in the action song. However, the older children are less well supported during child-led activities with opportunities being missed to extend their learning as they play. Children have a key person and 'buddy system' is in place with who the children have secure attachments. Observations and assessments are completed on the children and used appropriately to support the planning of activities. However, the frequency that they are recorded and the amount of detail is not consistent for every child. As a result, there is not evidence that all children have made good progress.

Systems are in place to support children with special educational needs and/or disabilities and for children learning English as an additional language. Staff learn important key words in the child's own language to help communication. They also use picture prompts to support them to feel settled and secure. Staff have introduced home link books to encourage parents to share what their child is doing at home to provide a shared approach to children's learning and development.

Children are confident to introduce themselves and concentrate well at their chosen task. They recall recent events and talk about family members. However, staff do not always use opportunities such as when children are engaged in role-play to ask them open-ended questions to extend their thinking and curiosity. Staff provide children with access to crayons, pencils and paper to support their early writing skills and children are encouraged to try to write their own names. Resources are sent home to encourage parents to support their child with their early writing skills at home. Children celebrate festivals throughout the year to increase their understanding of the wider world and diversity. Staff teach children to share and take turns, which helps them with some of the skills they need to be prepared for starting school.

Younger children have a nurturing environment in which to play and are supported by their key person well. This helps them to leave their parents and they receive reassuring cuddles to support them to settle. They enjoy playing with instruments, sensory play and heuristic play. They enjoy stories that are read well and take pleasure in messy play activities such as playing with gloop. Managers have reviewed the layout of the rooms to enhance the learning environment and in the baby room they have made comfortable home corners for the children.

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

Staff provide children with a broad range of resources to choose from indoors. They enjoy fresh air each day to support their physical development playing in the garden on ride-toys

and playing games. For example, finding animals that have been hidden for them to find. However, the garden is not developed or as well resourced as indoors to support children's all round development to encourage them to explore and investigate as they play. Improving the outside play area was a recommendation from the last inspection. Children are reminded to keep themselves and each other safe as they play with gentle reminders not to run indoors and sit on chairs safely. There is enough space to meet children's needs and groups of children are divided so that children have enough space to play.

Children are encouraged from a young age to be confident in their own self-care with gentle reminders to wash their hands and flush the toilet. Staff teach older children to put their own coats and shoes on to go outside to play. Good hygiene routines are followed with the younger children to minimise the risk of any cross infection. The staff ensure that the nursery is maintained to an acceptable standard of cleanliness throughout the day including regularly checking the toilets to ensure they are clean. Parents are warmly welcomed on arrival. There is a good exchange of information on how their child's day has been and for the younger children how they have slept. This provides continuity of care. Staff manage any unwanted behaviour well. They are consistent in how they teach children acceptable boundaries. As a result, children play well alongside their friends and respond to instructions such as at tidy-up-time and lining up to go outside to play.

Staff teach children about a healthy lifestyle. Children have healthy meals provided that are cooked on the premises. Children's dietary needs are known and catered for well. Older children have a self-service snack time. However, they are not always encouraged in helping themselves to what they would like at snack time but are encouraged to pour their own drinks. Lunchtime meals are well presented and the older children serve themselves. Children enjoy their meals and have hearty appetites. Meal times are social occasions with the staff sitting with the children teaching them good social skills. Meal times are organised swiftly so as not to interrupt children's play.

There are systems in place to support new children to settle with introductory visits before they start and when moving rooms. Parents are introduced to their child's key person and are also given a photograph of them for their child to look at before coming to the nursery and when moving rooms. The older children are encouraged to be confident in their own self-care, which builds their positive self-esteem in readiness for starting school.

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

Systems to monitor the educational programme are not thorough enough to fully support every child's learning and development and to monitor the progress sufficiently for all children. However, children are safe and secure in the nursery. There are secure systems in place to monitor children's safe arrival and departures. Children's attendance is recorded and visitors log is maintained so it is clear who is in the building in the event of an emergency. Risk assessments are conducted and regularly reviewed to ensure that any hazards identified are acted upon. Children are clear of the procedure to follow in the event of an emergency as they regularly practice fire drills.

Regular supervision and annual appraisals are conducted and used to identify any training needs. They also provide opportunity to review the policies and safeguarding procedures. Secure induction procedures are in place to check that staff are suitable to work with children and are clear of their roles and responsibilities. The induction procedures include making sure new staff are aware of all the policies including the 'Whistle Blowing Policy', safe use of cameras and the mobile phone policy. The staff are keen to undertake further training and systems are in place to ensure they keep their first aid training and safeguarding training up-to-date. The staff are clear of the procedure to follow in the event of a child protection concern.

There are sufficient staff in each room to meet the required staffing ratios requirements. The staff present as positive role models for the children. Staff have secure partnerships with parents and daily discussions keep parents well-informed of how their child has been and what they have been doing. They seek parent's views by asking them to complete questionnaires and have received positive feedback. Regular parent's evenings are held and parents are encouraged to look at their child's learning journals to involve parents in their child's learning. However, some journals are more informative and give a clearer picture than others. Staff have secure links with outside agencies to seek advice and support for children's individual needs. The nursery staff reflect on their practice through their own self-evaluation. As a result, they have identified their own action plan for areas for development to enhance the learning environment for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY272287
<b>Local authority</b>	Torbay
<b>Inspection number</b>	939017
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	49
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Noah's Ark Childcare Centres Limited
<b>Date of previous inspection</b>	02/02/2011
<b>Telephone number</b>	01803 311442

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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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