

Noah's Ark Children's Nursery

The Park, Wymondham College, Wymondham, NR18 9SX

Inspection date

Previous inspection date

29/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Very positive, trusting and open partnerships are formed with parents. Therefore, children are secure and their care is consistent.
- Children have formed strong bonds with the staff. This means that they are confident and happy to independently access the range of resources available to them.
- Children are protected and kept safe in the setting because staff demonstrate a good knowledge of safeguarding procedures.

It is not yet good because

- Information obtained regarding children's starting points is not sufficiently thorough. This means children's progress is not always identified, which leads to a lack of appropriate challenge for all children and they make satisfactory, rather than good, progress.
- Teaching practice is variable as staff do not always ask open-ended questions to support children to think and extend their own play.
- Monitoring of staff performance is not rigorous enough and this leads to inconsistencies in teaching practice.
- Evaluation of the provision and improvement planning is not robust enough. It does not take into account the views of all those involved with the nursery, therefore they are not contributing to the identification of improvements.

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 children and staff, and the use of space both indoors and outdoors.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector reviewed a sample of documentation, policies and procedures, including self-evaluation, and children's development records.
- The inspector undertook a joint observation with the manager.
- The inspector talked with available staff and parents and held discussions with the manager.

Inspector

Gemma Ruegg

Full report

Information about the setting

Noah's Ark Children's Nursery opened in 2013 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a converted house in the grounds of Wymondham College, Wymondham, Norfolk. Children have access to two main playrooms across two floors. The first floor is accessed by a flight of stairs. There is an enclosed outdoor play area.

The nursery employs four members of staff, three of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday for 46 weeks of the year. It closes for two weeks at Christmas, a week at Easter and three weeks during the summer holidays. Hours of opening are from 8.30am until 5.30pm. Extended hours, from 7.30am to 8.30am and 5.30pm to 6pm, are available by negotiation. There are currently 18 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- improve the use of assessment arrangements to identify the starting points and progress in each child's learning more precisely, and ensure children experience appropriate challenge so that they make good progress in their learning and development
- improve the quality of teaching by using carefully framed, open-ended questions to fully extend children's creative and critical thinking throughout the session
- ensure effective supervision of all staff to provide support and coaching to help improve teaching practice.

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

- develop the effectiveness of self-evaluation and improvement planning by engaging all who are involved in the nursery, to identify strengths and targeted areas for improvement.

Inspection judgements

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

The nursery provides a friendly environment where the children are suitably stimulated to gain a satisfactory range of skills in readiness for school. Staff demonstrate appropriate knowledge of the Early Years Foundation Stage and the seven areas of learning. The environment is well organised for children to develop their skills through exploration and investigation. This means children are showing signs of being active learners. They are able to access resources independently to support their interest in their play. As a result, children show enthusiasm for learning and are keen to take part in the activities. However, teaching practice is variable as not all staff ask open-ended questions to help children think. For example, a child tries to discover if the play dough mixture is dry or wet and hot or cold. Staff immediately tell her 'It's wet and cold isn't it?' They fail to offer her the chance to think and extend this learning opportunity. Due to the high levels of staffing, conversation with the children is seen as a top priority. As a result, staff have noticed that children are becoming confident communicators who are more able to express themselves.

Staff make comprehensive observations of the children using an electronic tablet. These are saved and stored in the children's learning stories, which are available for parents to view. The nursery is due to launch a parents' portal in the next few weeks, so parents can access their child's learning story at any time from any location. Parents complete a very basic initial assessment when children first start at the nursery. 'All about me' sheets give some information about children's likes and dislikes. However, the information gathered is insufficient to provide staff with clear knowledge of children's starting points, which impacts on their ability to assess their level of development when they first attend. Staff do not effectively use their observations of children to fully assess their current level of development. This lack of tracking children's individual progress means they are not effectively supported or challenged to reach their unique potential. Consequently, children make steady, rather than good, progress towards the early learning goals.

Children have access to a fully enclosed outdoor area and a range of equipment to support physical development. Children enjoy playing outside where they are offered choices and are encouraged to make decisions about their own play. Staff often take a step back and allow children to use their imagination. For example, one child tries to use batons as skittles; she spends time actively exploring, trying to discover why they do not stand up like skittles. This supports children's natural curiosity and motivation to learn.

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

Staff work closely with parents to ensure each child's transition from home to nursery is a smooth and positive experience. Parents are encouraged to discuss and complete an information form about their child's likes, dislikes and current routine, which helps staff to understand and meet their individual care needs. Due to the small staffing team, they swiftly get to know each child's preference of approach and offer more space to those

children who prefer it. This flexible settling-in procedure means children form trusting and strong bonds with the staff, and each child is allocated their preferred key person to support them and work alongside parents. Support for transitions into school are slowly developing. The management team are beginning to form relationships with the local schools, and plan to invite teachers to meet children in order to ensure they make a smooth transition.

Good behaviour is clearly promoted by all staff, who provide positive role models. Staff give appropriate praise, which means children feel valued, and this boosts their self-esteem and confidence. Staff are encouraging children to learn how to manage their own behaviour and emotions. For example, children have been learning about the range of emotions and facial expressions each one is associated with. Children learn to keep themselves safe as they handle tools, such as scissors and cutting equipment, in the play dough area. Children are cared for in a safe environment and are well supervised.

All children have daily opportunities for fresh air in a well-resourced outside area. Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Varied and healthy snacks and meals are offered, encouraging children to make positive choices. Staff are aware of any individual dietary requirements and an alternative is provided. Children are encouraged to manage their own personal needs. For example, they take part in hand washing routines before and after eating. Staff interact with the children during mealtimes, discussing which foods are healthy, and offer support with cutting food, which supports their social skills.

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

The manager and staff understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The management team have attended essential safeguarding training, and as a result, have effectively trained staff members to ensure they have a clear understanding of how to recognise and report any child protection concerns. This is further enhanced by a clear set of policies and procedures to support staff practice. The premises are safe and secure with suitable risk assessments and daily checks being completed. The manager understands the importance of safe recruitment procedures. For example, two satisfactory references are obtained, an adequate interview process is in place and Disclosure and Barring Service checks are completed.

The newly appointed manager and staff are committed to improve the nursery provision. However, the self-evaluation has only just been started by the owner of the nursery. Therefore, it does not identify significant improvements and has little impact on children's learning and development. Monitoring of staff performance through supervision is not rigorous, which leads to inconsistency in teaching practice. The management team has discussed at a recent staff meeting about an individual analysis which they plan to implement during regular supervisions, alongside annual appraisals. Staff are offered training to fulfil their job roles and responsibilities. For example, on the day of inspection one staff member was on training to become the setting's qualified special educational

needs coordinator, and all staff are given first aid training within the first six months of employment.

Required details are gathered about the children and written parental consents are obtained to ensure children are cared for according to their parents' wishes. Parents speak highly of the nursery and value the friendly, welcoming staff and environment. They state they are kept well informed about their child's care and activities through a daily diary. Strong, trustworthy relationships are established, with one parent commenting 'I can't believe how well they know my child'. Parents are kept well informed about events and activities at the nursery through regular communication, newsletters and the nursery website. The nursery is beginning to build close links with the local schools and other provisions children attend, in order to enhance continuity.

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	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

Unique reference number	EY466356
Local authority	Norfolk
Inspection number	933024
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	18
Name of provider	Noah's Ark Children's Nursery (Wymondham) Limited
Date of previous inspection	not applicable
Telephone number	01953850039

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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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