

# Noah's Ark Childrens Centre Nursery

Noah's Ark Childrens Centre, York Road, Tewkesbury, Gloucestershire, GL20 5HU

<b>Inspection date</b>	27/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff provide an interesting and well-resourced indoor and outdoor environment where children can learn and explore.
- Staff form good relationships and know the children and families really well, which helps children to settle well in nursery.
- Staff consistently teach children to become independent learners which helps them to develop good skills for the future.
- Leadership makes good use of children's assessments to monitor their progress and ensures that where children need support, plans are quickly put into place.

### It is not yet outstanding because

- Staff do not always successfully support children's understanding of mathematical concepts such as measure in their play.
- Staff sometimes overlook opportunities to effectively use monitoring and evaluation systems to identify where improvements in teaching specific areas of learning are required.

## 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.

## Inspection activities

- The inspector observed activities indoors and outdoors throughout the day.
- The inspector held discussions with staff, parents and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including observations, planning and assessments, monitoring, policies and information informing self-evaluation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.

## Inspector

Kathryn Birtles

## Full report

### Information about the setting

Noah's Ark Children's Centre Nursery (York Road) re-registered in 2013 under the ownership of Barnardo's. The nursery opened in 1989 and moved to its current purpose-built premises as part of the children's centre in the grounds of Queen Margaret Primary School in Tewkesbury, Gloucestershire in 2009. Children have access to a playroom, a sensory room and the school hall. There is an enclosed outdoor area, which includes a covered area, hard standing, and a garden with grassed areas. Children also use the school outdoor areas. The nursery is open each weekday during term times and sessions are from 8.50am to 11.50am and 12.30pm to 3.30pm. The morning sessions are for children aged three and four years, while the afternoon sessions are for 'achieving two-year-olds'. The nursery is on the Early Years Register. There are 37 children currently on roll aged from two to four years. The nursery offers support for children with special educational needs and/or disabilities. There are eight members of staff. One member of staff has qualified teacher status. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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

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

- provide more opportunities for teaching children about mathematical concepts such as measure in their play
- enhance monitoring and evaluation systems to monitor the quality of teaching of skills across all areas of learning.

### Inspection judgements

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

Staff have a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and provide educational programmes, which have depth across all seven areas of learning. Key persons work closely with parents and gather information during home visits and on the All About Me forms to ensure they support children from when they first start nursery. Staff plan effectively and respond to the learning and developmental needs of children, using the variety of observations and reflective assessments they make of children. Key persons share their assessments of children with parents and undertake the statutory assessment of two-year-old children, working together well with parents, to support children's next steps in learning. Staff confidently liaise with outside agencies for children with special educational needs and/or disabilities to plan specific targets to support these children. As a result, all children make good

progress from their starting points in nursery.

Staff have a good knowledge about each individual child and respond to their needs and interests throughout their play. For example, while children play with wooden logs and animals, staff support the children to sing songs. Staff sing songs clearly and slowly which effectively helps the children to join in and develop their language skills. Children make suggestions about what they could sing, such as 'heavy metal' and comment that they will need a guitar. Other children suggest how they could construct a stage from the matting on the ground. Staff readily embrace the children's ideas and provide materials for the children to make a guitar. Staff place a strong emphasis on valuing and respecting children's ideas in nursery by including their ideas in future planning. This helps children develop an interest in their play and learning.

Staff use consistent and effective teaching strategies throughout the day. For example, staff place a strong emphasis on teaching children to be independent. All children know how to find their coats and make attempts to put them on before they go outside to see the visiting fire engine. Staff effectively use strategies from the Every Child a Talker programme such as slowing their speech down. With the younger children, staff provide a commentary as children play which helps to support developing language skills. Staff introduce new vocabulary in context, to help broaden the richness of children's vocabulary. For example when the children were on the fire engine staff explained what the breathing apparatus was for and that the fire engine used a siren to make a noise. Staff competently use open-ended questions in a range of activities. For example, in the craft area staff ask the children what colours they would like to mix and how they might do this. This also encourages children to respond and to make decisions, which helps them to develop skills for the future. Staff confidently use sign language and visual aids throughout the sessions to specifically support children with special educational needs and/or disabilities. Their use also helps all children to engage at large group times. This is because children use objects in a song bag to help them make a choice of song. Staff provide many opportunities throughout the day for children to count. For example, staff support children to count logs in the outdoor area and to recognise that some children had more than others did in their towers. However, staff do not always successfully extend and develop children's understanding of other mathematical concepts such as height, length and weight. Staff have recently identified supporting children's pre-writing skills as a priority. Staff provide a wealth of resources in all areas of the environment. Children self-select these resources and some children are beginning to write their names and depict stories they have heard through pictures. This demonstrates the good progress they are making in their literacy development.

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

Children happily attend the nursery, settle quickly and enjoy their time in nursery. Some of the youngest children are able to express, enthusiastically, that they enjoy 'cutting paper, sticking and drawing' at nursery. The key person system works well and ensures that all staff know their children and families well. For example, in some families the key person has supported all the siblings in the family. This ensures continuity and that children feel

safe and secure. Staff work in partnership with parents and offer flexible arrangements to meet the needs of the children as they start at nursery. Staff ensure that children have a positive experience as they transfer into the older group including a further home visit at this time. This helps the children to build secure relationships with their key person. The nursery has strong links with the local schools and a well-developed programme of visits with the school on site ensures that children make a good transfer into school.

Children rapidly become independent in nursery because all staff consistently have high expectations that children can do things for themselves. Staff teach children to select their own snack and drinks. Children expertly help themselves to water from a water dispenser and know to count 'one, two, and three' as they press the button, because this is just the right amount of water. Staff support the children at snack time if they need help and chat to them about what they are eating so that children begin to understand why foods are healthy. Staff provide a variety of healthy foods at snack time, which meet the dietary requirements of individual children. Children independently clear away their plates and cups after snack, which helps them to develop a sense of helping other people.

Staff follow well developed and effective hygiene procedures when changing nappies and older children independently access the toilet and know how to wash and dry their hands. Children learn about safety when going outside to visit the fire engine and listen to staff as they carefully explain to the children how to keep safe. This means that children are developing listening skills and an awareness of how to keep safe. Staff follow robust procedures for the treatment of minor injuries in the nursery.

Staff engage the local community in the nursery life. Staff invite visitors such as the police and fire service to visit. This enables children begin to gain an awareness of the people who help to keep them safe in the community. Staff plan visits to the local library and the abbey and involve parents in these visits. This strengthens partnerships with parents and supports parents to become involved in children's learning.

Staff provide a well-resourced and stimulating environment both indoors and outdoors. Staff provide a good range of outdoor clothing to ensure that children stay warm and dry and can access the outdoors in all weather. Children are able to move freely between both environments, which means that they can develop their play ideas in both environments. Resources are easily accessible and creatively presented so that children are motivated to explore and engage with them. A cosy book corner provides opportunities for sharing a range of books including those that reflect cultural diversity. Further quiet areas such as the sensory room and a newly developed quiet area outside provide nurturing environments for children who may want to feel calm. Staff make good use of displays in the nursery to celebrate children's achievements and to acknowledge how children are feeling through a recently developed feelings board. This helps to develop children's self-esteem. Staff take the children to the school hall where they have the opportunity to familiarise themselves with the larger school environment. Children also have opportunities to experience a greater range of physical equipment to support their growing physical development. Staff also take the children into the school grounds to engage in forest skills and learn about the natural world.

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

The leadership and management team has a good understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. The nursery has undergone re-structuring of staff since it opened and some staff are adjusting to new roles and responsibilities. The leadership team is clear about their responsibilities and is successfully supporting staff to build a strong nursery team.

Procedures and policies for safeguarding children are strong. All staff have a good understanding of their responsibilities and how to respond to concerns for children's welfare. All staff have accessed safeguarding and child protection training. The leadership team has effective procedures in place to check staff suitability to work with children. A well-developed safer recruitment process and induction process helps to keep children safe from harm. All required documentation is in place and the provider is aware of when to inform Ofsted of any significant incidents or changes. Effective systems are in place to identify visitors and internal doors have additional security, which helps to keep children safe. Staff implement effective risk assessments, which ensures that the premises are safe and secure. All staff have attended paediatric first aid training and there are good procedures in place for the administration of medicine.

There is accurate monitoring of children's progress throughout the nursery including through the two-year-old check. Staff engage in discussion with leaders and managers to ensure they maintain consistency in their assessments. The leadership team carefully reflects on data from monitoring children's progress to inform future plans for the nursery through self-evaluation. For example, reflection on the data showed that more needed to be done to support children's pre-writing skills. This has resulted in resources being more widely available in all areas and engaging children in telling the stories they hear through pictures. This now means that children are making more progress in their literacy development. Parents contribute to the self-evaluation process through questionnaires and by leaving comments for staff.

The leadership team has a good process for appraisals and regular supervision which means that staff are well supported and their training and professional development needs are met. Staff have responsibility for curriculum areas and areas of practice. This helps them to develop their own skills and knowledge by developing practice and improving outcomes for children. Ongoing monitoring and evaluation by the leadership team ensures that all areas of learning are covered and that staff are supported in their understanding of teaching children new skills. However, opportunities for monitoring are sometimes overlooked, as staff are not always successful in their teaching of mathematical skills such as measure.

Staff are committed to working in partnership with parents. Good relationships are developed before the children start at nursery and there are thoughtful and sensitive approaches to the settling in period. Some parents commented that they liked the home visit and that the staff responded to the needs of their children. Staff and parents work well together to support children's development and provide consistency for the children.

Parents are kept informed about life in the nursery through regular newsletters and about their child's progress through regular parent meetings. Parents also welcome the opportunity to take home the children's folders that contain their observations and examples of their work. Where children attend other settings, the staff develop communication books so that there is an effective exchange of information to support the child.

## 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>	EY464922
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	931443
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Barnardo's
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01684276361

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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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