

Noah's Ark Childcare Centre

Noah's Ark Childcare Centre, 13-15 Brunswick Road, Cattedown, PLYMOUTH, PL4 0NP

Inspection date	16/01/2014
Previous inspection date	26/03/2009

The quality and standards of the early years provision	This inspection:	
	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 plan interesting activities which appeal to children and hold their interest.
- Children are happy and settle well, younger children form strong attachments to their key person, which helps them feel safe and secure.
- Staff work closely with parents to ensure they meet children's individual care and learning needs well.
- Staff effectively promote children's vocabulary through introducing new words as they explore and play.

It is not yet outstanding because

- Resources within the nursery which reflect all languages of children who attend are not readily accessible in all rooms, so children cannot see familiar words in their home language.
- Staff do not use the outdoor environment to develop learning opportunities for children to see number around them.

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 had discussions with management, staff and parents.
The inspector sampled a range of documentation including the nursery's staff records, risk assessments, systems of signing in children, accident records, sample of policies.
- The inspector undertook a joint observation with the manager.
- The inspector observed children's activities in all rooms and outdoors.

Inspector

Sara Frost

Full report

Information about the setting

Noah's Ark Childcare Centre is one of eight nurseries run by the Noah's Ark company. It opened in 2003 and operates from a converted house on the edge of Cattedown and in very close proximity to Plymouth city centre. The ground floor of the nursery comprises two base rooms for younger children with an additional room for sleeping purposes. On the first floor there are two rooms used by children over two years. A lift is installed so that there is full access to all areas of the building. There is an enclosed outdoor area. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is closed on bank holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 50 children under the age of eight years at any one time. There are currently 65 children aged from birth to under eight years on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery cares for children with special educational needs and/or disabilities, and children who learn English as an additional language. It employs 16 staff, of whom 14 hold appropriate early years qualifications and two are working towards childcare qualifications.

What the setting needs to do to improve further

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

- make accessible resources for all children whose home language is other than English, to see familiar words in writing and play

- provide opportunities for children to recognise numbers when playing outdoors.

Inspection judgements

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

Staff demonstrate they have a good understanding of how children learn and develop. By working closely with parents, they obtain useful information about their children's interests, routines and abilities. As a result, staff can plan activities which engage and suitably challenge children, as soon as the children start at the nursery. Planning shows all areas of learning are fully covered. Throughout the nursery, there are good practices to assess, monitor and record children's progress. Staff share information with parents about their child's day, including activities and routines, when children are collected. In addition, parents are invited to meetings, where staff encourage parents to share and contribute to their child's learning journal and to their next steps in their learning. Staff complete, and share with parents, the required progress check for two-year-old children. There is a good

range of adult-led and child-initiated play opportunities. This means children have time to play independently and to join more structured activities. Staff's enthusiasm and delivery of activities maintains a good balance of purpose and fun. For example, toddlers eagerly enjoy making 'volcanoes' and manipulating dough to make bread rolls. This helps them to begin to understand how some things 'expand' quickly, whilst others take longer. Staff use this activity effectively to promote children's learning and development. Children excitedly chat about making volcanoes, saying how it 'whooshes' when you add vinegar. Older children, at group time, retell the story of 'Goldilocks and the three bears'. The quality of teaching is good. Staff provide props to encourage the involvement of all children. They ask questions such as, 'What might happen if..?' in order to encourage children think for themselves, as well as to promote children's language and their personal, emotional and social development. Children also enjoy opportunities to listen to a story in a small group, to select books independently, and to sit and relax on floor cushions and share a story with their friends. This supports their early literacy skills, as they begin to understand that print carries meaning. However, although the nursery has some resources available that reflect the home languages of the children that attend, these are shared between the rooms. This means they are not always readily accessible to all children. As a result, some children have fewer opportunities to recognise familiar words in their home languages.

Younger children copy familiar roles as they play with dolls. They cuddle and feed their 'babies' chatting away to them. Staff encourage children's imaginative play further. For example, outdoors, when children start looking for a 'bear', staff carry children's thinking further, by suggesting additional places in which the bear might hide.

Younger children experience various textures as they play, for example, with shaving foam. Staff encourage younger children to develop their physical skills as they scoop up the sand and pour. Children relish the experience as staff pour the sand allowing it to 'trickling' through their fingers, asking for 'more'.

Older children recognise and discuss size and shape as they draw around stencils. Staff use mathematical language routinely as children play, and written vocabulary is displayed at various points throughout the indoor environment. However, there is little opportunity for children to see numbers, especially when playing outdoors.

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

Children enter the nursery happily and separate from parents with ease. They form friendships with other children and strong attachments with staff. Staff work closely with parents to provide good support to children as they move on, for example, up to the next room in the nursery. This means children feel safe and secure when the time comes to change rooms. The nursery prepares children's records to share with others as they move to local schools or further afield, sharing information and helping them prepare for the next stage in their learning. The nursery has a key person system in place, and the continuity of staff, particularly within the baby room, enables staff to be familiar with the children's routines and development. This process also enables children to form attachments and feel secure. The sharing of information about children's care amongst

staff, enables them to meet children's personnel needs effectively.

The rooms within the nursery are well organised by the staff. This helps children to move freely and confidently between the rooms, promoting their independence as they choose their favourite toys to play with.

Children's behaviour, overall, is good. Staff provide consistent, clear guidance for younger children who require additional support, as they learn to share and take turns. Staff acknowledge kind actions by the children and they give children praise and encouragement. Children learn about caring for animals and plant life. For example, they have grown plants for the outdoor area, and they eagerly talk about what food and drink the nursery pet chinchilla needs. Staff plan activities that enable children to explore and celebrate their own culture, beliefs and those of others. This raises children's awareness of, and respect for, people's differences.

The nursery provides hot cooked meals daily. These are prepared and cooked offsite at one of their other nursery provisions. All dietary requirements are taken into consideration when preparing foods. Older children are encouraged to serve themselves at meal times, increasing and promoting their independence. Healthy snacks are provided, and staff use this as an opportunity for younger children to explore the fruit: they feel its texture and shape and they compare its appearance whole to when it is cut up into segments. Staff also use snack and meal times to discuss healthy eating with the children.

Children manage their hygiene well: older children confidently seek tissues to blow their noses, children wash their hands before meals and before handling bread dough.

Staff plan the day so all children have the opportunity to go outside to play. Children benefit from physical activities, such as using various wheeled toys, balls and climbing resources. There is plenty of space for children to run and move freely around.

Staff teach children how to keep themselves, and each other, safe as they play, through clear explanations. For example, by reminding children how to hold scissors correctly and why it is not safe to wave them about.

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

Staff demonstrate they have a good understanding of welfare and learning requirements. This inspection was brought forward following an unannounced visit in August due to two incidents reported to Ofsted by the provider; these raised concerns about children being able to leave the nursery unnoticed and staff suitability. At that visit actions were raised to ensure they have a health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment; to ensure sleeping children are frequently checked; to ensure staffing arrangements meet the needs of the children and ensure their safety and to ensure children are adequately supervised and always within sight or hearing. Actions were also raised in relation to the suitability and

supervision processes of staff; and the safety and suitability of the premises. At this inspection the nursery demonstrated that all actions raised have now been fully met. Copies of the health and safety policy are displayed in each room for staff to refer to. Staff demonstrate a clear understanding of their role and responsibilities to record accidents and any report to the manager about any hazards or faulty equipment, or remove it from use. Risk assessments are completed on a regular basis, including daily checks in all rooms and outdoors, to minimize hazards to children. The main entrance doors to the building are secure and only opened by designated members of staff. Window restraints are now in place restricting the width of opening eliminating the possibility of any children climbing out. Parents sign their children in and out, in the lobby area, as they enter the nursery. In addition, each room has their own record of children's attendance. This means that staff in each area have a record of children present at any given time, should an emergency arise. The nursery also keeps a record of all visitors and details of their visit, including the length of stay. As an extra measure of security and safeguarding, the nursery has closed-circuit television to monitor aspects of nursery life. Changes within the nursery have benefitted all, for example the sleeping and office areas. Sleeping children are now regularly checked.

Management, with the support of the Local Authority, have provided additional training to enable staff to be confident in procedures to follow if they have concerns about a child in their care. In addition, management have further developed their induction process, and all staff have updated their safeguarding training as part of this procedure. As a result, staff are secure in their knowledge and responsibilities. Management was able to demonstrate there are clear recruitment procedures in place to ensure that staff are suitable for position they hold. They take positive action to ensure staff remain suitable to work in the nursery. This is achieved through identifying any training needs through regular staff supervision, monitoring and appraisals. The nursery appointed a new manager in September 2013. Although new to this nursery, she has worked for the company in a management role at another nursery. Staff deployment is now improved and supervision of children is good.

Partnerships with parents are positive. As staff obtain clear detailed information from parents at the beginning, they are able to meet children's care needs well. Staff share information with parents on a daily basis, both verbally and through 'contact books'. Parents state at inspection that staff share information, so they feel fully informed both about their child's learning and care needs. Staff complete extensive records for children, including health care plans, and they share these fully with parents.

Children with special educational needs and/or disabilities are well supported because staff work very closely with the children's parents and various professionals, to provide consistent and appropriate care and support. Designated staff share information with all staff so they are familiar with children's interests, to enable and encourage children to take part.

Following the last inspection, the nursery has met the recommendations raised. For example, the nursery has formed a close working partnership with the children's centre close by. Staff also work closely with other professionals, such as health service staff who are involved with the children. The nursery has introduced learning packs to share with

parents, to help parents support their child's learning at home. Staff demonstrate competence in recognising and implementing appropriate challenges for children, to promote and support their next steps in their development very effectively.

The staff and management team meet regularly to discuss day to day running of the nursery, to share its strengths and identify areas for further development. Management are effective in engaging parents, through for instance, using a questionnaire to gather information across the whole range of nurseries. Staff listen to parents and respond to their concerns and suggestions. One outcome of this partnership working, has been that management have improved lunch time meals through providing the service in-house, rather than using outside caterers. Although the nursery has gone through some changes recently, the management and staff show good commitment to identifying priorities and maintaining continuous improvement. For example, they are improving the outside area, and have introduced a 'gardening and bug hunt area' to enable children to learn about the world around them. Staff have plans to develop the outdoor learning environment still further, 'to take the indoor area, outside'.

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	EY272338
Local authority	Plymouth
Inspection number	945081
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	65
Name of provider	Noah's Ark Childcare Centres Limited
Date of previous inspection	26/03/2009
Telephone number	01752601887

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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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