

# Noahs Ark Nursery School and Daycare

Grays Nursery Annexe, Railway Road, NEWHAVEN, East Sussex, BN9 0AS

<b>Inspection date</b>	06/05/2014
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		1
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 encourage and develop children's communication and language skills effectively.
- Staff make good use of children's interests to plan activities and extend learning experiences.
- Staff use physical activities well to promote mark making.
- Staff use the garden areas to provide excellent learning experiences.
- Positive relationships with parents mean that staff gain good detail about children's care and development needs.

### It is not yet outstanding because

- The staff are not routinely engaging all parents in supporting their children's next steps in their learning at home, to contribute to the learning process.

## 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 activities in the play rooms and the outside play areas.
- The inspector completed a joint observation and held meetings with the nursery manager.
- The inspector looked at some children's records, including their learning assessments, and spoke to some key persons.
- The inspector took account of parents' views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

## Inspector

Sue Taylor

## Full report

### Information about the setting

Noah's Ark Nursery School and Daycare re-registered in 2013 following a premises move. It operates from an adapted building in Newhaven, East Sussex. Children have access to enclosed outdoor play areas. It is open each weekday from 8am to 6pm, for 48 weeks of the year. The nursery provides some out of school provision during the summer holidays for children under eight years of age.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 83 children aged from three months on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 11 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. There are three staff with qualifications at level 2, four at level 3, one at level 4 and two at level 5. One member of staff has achieved Early Years Professional Status. The nursery receives 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:

- strengthen strategies that successfully engage all parents in supporting their children's learning at home and in contributing to the learning processes.

### Inspection judgements

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

The staff are confidently aware of their key children's individual learning needs. When children start, parents share information, such as their child's likes and dislikes or favourite toys. This helps staff make their initial assessments about a child's learning needs. Staff make observations and plan activities to promote children's next steps in their learning, making effective use of children's interests. The key person ably assesses and tracks children's stages of development across the seven areas of learning. Parents are able to view their child's learning record when they want and have discussions with their child's key person. The staff gain good information that enables them to produce informative written progress checks for two-year-old children. These reports provide detail on children's personal, social, emotional and physical progress, as well as their communication and language development. There is very good information on display informing parents how they might generally support children's learning at home. For

example, this provides ideas for songs and activities to help language development. The staff recognise the benefit of gaining feedback on children's learning at home. However, although some systems are in place, such as discussions or feedback forms, not every parent routinely contributes to the ongoing learning process. Parents of the younger children have daily diaries that include details about how their child's care needs are met during the day, such as when they sleep or what they have eaten. Staff gain detail from parents about children's backgrounds. This ensures that staff are able to make use of children's home languages in the environment and in their play. Children particularly enjoy the 'Hello song' when the staff use each child's home language for hello and encourage others to say it as well.

The staff support children's developing communication and language skills in English well. They listen to and value what every child has to say, from a baby's babbling to an older child's explanation of their game. The staff caring for babies and toddlers do a lot of singing. The toddlers respond positively to this, sometimes clearly saying a word or babbling in tune. The staff are very good at engaging children and motivating them to join in with activities. The babies confidently explore their room and make easy choices from the available resources. For example, a toddler decides to use the water tray and spends time washing cups with a sponge. They enjoy going outside in their own fenced area, crawling or toddling on the artificial grass surface. The staff spend time with those older babies who are beginning to walk, encouraging them to stand or take their first step. Staff take out various toys for children to use and investigate, for example, babies laugh as the staff help them down the small slide. The older children, aged from two years, have large, spacious areas to explore, both indoors and outside. Children listen and pay good attention to stories, keen to tell the staff about what they think. The staff use a particular learning programme to support children in gaining an interest in writing. They are now finding that the previously reluctant children are engaging in activities, such as action songs or moving to music. This leads to children showing an interest in the mark making activities, such as using shaving foam or drawing on large sheets of paper while they listen to music. Children show great concentration as they make sandcastles with different sized containers and tools in the sand pit. Staff organise outside areas well, which promotes children's all round learning, such as setting up imaginative play areas and providing writing materials. Staff promote children's physical development extremely well, providing spaces for children to be energetic as they ride-on toys, balls, swing on the tyre or use the large slide. Children are clearly developing the skills they need for going to school. They are confident and keen to communicate with the staff and others.

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

The staff are particularly successful at helping children of all ages to develop strong attachments. This promotes their emotional well-being particularly well. The key persons develop highly positive relationships with parents that enable them to gain the information they need to care for the children. This may include following home routines for sleeps or feeding. The key persons get to know their key children extremely well, easily supporting their care and development needs. There are highly effective systems in place to ensure that the staff routinely assess and support children's well-being and involvement. The staff

sensitively manage children's moves from the baby room to ensure children remain happy, confident and settle well in their new room. For example, staff take the toddlers to visit the next room so they become familiar with the environment and staff before they move up. Parents state they are very happy with the care their children receive. Children quickly gain confidence and independence skills as the staff encourage them to make choices about their play in the child-centred and highly stimulating environment. The older children are able to go to the toilet when they need or pour themselves a drink of water. At times during the day, they decide if they want to play outside or indoors.

The equipment, resources and toys throughout the nursery are of high quality and provide plentiful play opportunities. The babies have their own low-fenced outdoor area that they use during the day. This is within the main outdoor play area so they become familiar with the surroundings for when they move up to the next room. They use the larger area at times as well. The large outdoor area encourages a number of exciting play experiences. This includes space for energetic physical play, a seaside play space, a climb in sand pit and different places for imaginative and creative play. There are plans to create a 'Forest School' in the adjoining field, and parents recently helped plant a number of trees to help this new development. Children learn to take care of the nursery pets. The staff manage children's behaviour extremely well. Children happily and willingly share resources when necessary and show they listen well. The staff teach children about the importance of having a healthy lifestyle and how to keep themselves safe. For example, they learn to consider the needs of others when using ride on toys outside or take care when using tools. Some children have and enjoy the nutritionally balanced meals that a catering firm supplies. Other children bring their own lunch, and staff provide guidance about healthy eating to parents. Children learn about food as they help cut up fruit and vegetables at snack time or take part in cooking activities.

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

The management team and staff meet the safeguarding and welfare requirements well. The premises are safe and secure with clear risk assessments in place. Safety features, such as coded doors to children's rooms help keep children safe. The staff are effectively deployed and supervise children well, both indoors and outside. Staff undertake safeguarding training and there are clear written procedures in place. They have a secure awareness of possible child protection issues and a clear knowledge of the processes to follow should they have concerns. A thorough recruitment system is in place that includes obtaining appropriate checks, helping to ensure the suitability of staff. The management team use a clear induction process with new staff to help them gain an appropriate understanding of their responsibilities. There is ongoing support for staff, with training, regular supervision sessions and annual appraisals. The management team routinely monitor practice and carry out observations on the staff. These help them to identify and plan for training needs. The staff are keen to develop their knowledge or work to obtain a higher qualification.

The staff competently meet the learning and development requirements as they promote

children's learning. The key persons are responsible for monitoring their children's learning records. They share the detail with the management so they can be sure each child is making good progress. This helps identify any achievement gaps across different groups of children so staff can act to narrow these. The management involve the staff in the evaluation of the nursery. They take the views of parents into account and staff take note of children's interests and ideas. Development plans are ongoing and demonstrate a capacity to sustain improvement. The recent premises move has brought new challenges, such as establishing the baby room. There are clear plans to develop the field and strengthen current practices with the larger setting and staff team. Very positive partnerships between parents and staff ensure children receive the care and support they need. There are different communication methods to suit different parents. The web site has useful detail about activities children engage in, and some parents prefer to use the social media page for sharing information. For example, some parents left comments and photographs of how well their child's sunflower is growing. There are established links with other agencies such as social services and other early years settings children attend. This helps staff meet children's individual needs well, supporting effective partnership working.

### **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

<b>Unique reference number</b>	EY468480
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	938453
<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>	45
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Noahs Ark Nursery School and Daycare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07917 196532

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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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Piccadilly Gate  
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