

# Noah's Ark Childcare Centre

39 Wolsdon Street, PLYMOUTH, PL1 5EH

<b>Inspection date</b>	07/04/2014
Previous inspection date	26/09/2011

<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 a welcoming environment where children learn through play and exploration.
- Staff know each child well, which enables them to meet their individual needs. As a result, children are confident, safe and secure.
- Staff make clear their expectations for children's behaviour. Consequently children respond positively, doing what is asked of them and behave well.
- The setting has a good partnership with parents to promote consistency of care.

### It is not yet outstanding because

- Staff complete detailed observations and assessments on the children. However, these are not consistently evaluated to plan for all children's targeted next steps or always effectively shared with parents to promote a fully cohesive approach to all children's learning and development.
- Staff sometimes miss opportunities to extend children's learning to build on what they know.

## 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 compulsory part 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 playrooms and the outside play area.
- The inspector talked with the proprietor and the staff.
- The inspector undertook a joint observation with the manager.
- The inspector sampled some policies, procedures and children's assessment records.

## Inspector

Sally Hall

## Full report

### Information about the setting

Noah's Ark Childcare Centre registered in 2011. It is owned by a private company who have seven settings in Devon. It operates from a converted school building, situated in Stonehouse, near to Plymouth city centre. Children are cared for in three units to suit babies, toddlers and pre-school children. There is an enclosed outdoor play area. Care is available to children aged from three months to eight years old, from Monday to Friday, between 7.30am and 6pm all year round. The centre is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 125 on roll, all of whom are in the early years age group. The centre receives funding for the provision of free early education for children aged two, three and four years. There are fourteen staff, including the manager, employed to work with the children. Two staff hold Early Years Practitioner and Qualified Teacher Status and 10 other staff hold a relevant early years childcare qualification. The setting collect children from Pilgrim Primary School and High Street Primary School.

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

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

- extend opportunities to provide challenge for children when they can easily do something to build on what they know and can do
- further develop opportunities for parents to understand and support their children's next steps in learning at home.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements and how children learn through play. The children are confident and keen to learn. They have a welcoming environment in which to play and can easily select resources to make their own choice of what they would like to play with. Babies learn to explore and investigate by playing with sensory resources, natural materials, and instruments. They start to learn problem solving by playing with shape sorters. They laugh with delight as the staff blow bubbles for them. The staff sit alongside them as they play encouraging their early language by repeating words and making good eye contact. This gives children reassurance and encouragement. The staff have small circle times with the older children. This helps children to learn to be confident to express themselves and to develop their good self-esteem as they answer questions correctly. The children enjoy playing games such as making 'silly soup'. The staff use this game to help children to learn new words

and the sounds that letters make naturally as they play. The staff plan a broad range of activities for the children. However, at times they do not always provide challenge for some of the older children to build on what they know. For example, as they play with sand and water to help them to learn about volume, more and less and to start to understand early mathematical concepts.

The key person completes detailed observations and assessments on their children using them to identify their individual interests and to support their planning. However, there is an inconsistency in how these are completed and how they identify every child's planned next steps in their learning. Therefore, although these are shared with all parents they do not fully promote a cohesive approach to all children's learning at home. The staff have a clear understanding of their responsibility in completing progress checks for two-year-old children and providing a copy for parents.

Children are confident to say what they would like to do. They listen well to instructions by staff and respond appropriately. For example, they get themselves ready to go out to play and clear their plates at meal times. Children listen well to stories being read to them and have comfortable book corners to select books to look at on their own. The role play area is changed regularly to enable the children to use their own ideas and imaginations and to act out what they know and see. For example, being set up as a hairdressers and a theatre. The children have access to a range of resources to help them to develop their early writing skills as they play. Their work is displayed attractively around the rooms for parents to see showing what they have been learning. For example, 'under the sea' and 'how to use and recycle materials' displays. The staff record children's 'wow moments' and display them on the 'Achievement Tree'. This helps to build children's good self-esteem and celebrate their success.

Staff use positive prompts to help children with special needs and/or disabilities to learn and make progress. For example, by using flash cards and playing games such as word bingo. Children with English as additional language are equally well supported to help them feel settled and to make secure progress. Staff celebrate festivals to help children to learn about their own culture and others to raise their understanding of diversity and the wider world. The children have resources to play with that reflect diversity including books in dual languages, dressing up clothes and instruments from around the world. This helps children to learn about differences in a positive way naturally as they play. The children are learning the skills they need in readiness for starting school.

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

Staff promote good hygiene routines throughout the nursery to minimise the risk of any cross infection and to provide a clean environment for children to play. The staff help children to learn to be independent in their own self-care from a young age. Younger children's daily routine is recorded including their sleeping pattern to share with parents to provide consistency of care. Children are supervised well at all times. Children sleeping are checked regularly. The staff are in the same room to give reassuring cuddles as soon as they wake. Staff teach children to learn right from wrong. The 'Golden Rules' are

displayed. The staff remind the children of the importance to share, take turns and listen to each other at circle time. Consequently children behave well and are kind and thoughtful to each other as they play.

Children have healthy meals provided that is cooked on the premises. The staff help children to learn to be independent in pouring their own drinks from a young age. The staff help the older children to learn to serve themselves at meal times. The children confidently ask for seconds. They eat heartily and the staff sit with them helping them to learn good social skills. Children learn to say 'please' and 'thank-you' from a young age for which they receive praise and encouragement. Children have planned times in the outside play area to have fresh air and to develop their physical skills balancing and riding on tricycles. The older children join in 'wake up and shake up' sessions indoors with great excitement and are reminded to have a drink when they have finished. This ensures they stay well hydrated and have plenty of exercise.

There are good systems in place to help children with a smooth transition when they move rooms. The children have introductory sessions with their key person. This helps them to feel settled and secure as they become familiar with their new environment. The nursery has good links with other settings and the local schools. Teachers are invited in to meet with the children prior to them starting school. This helps to prepare children well in readiness for starting school.

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

The proprietor and area manager provide support for the staff. There have been recent changes in the manager and the deputy manager who have implemented an action plan successfully to enhance the learning environment for children in all the rooms. The staff have had safeguarding training and are clear of the procedure to follow in the event of a child protection concern. To promote children's welfare and well-being. However, previously some referrals were not made or there was a delay in making them. The setting have now taken action to put this right and ensure that all referrals are made promptly and recorded appropriately. The setting have reviewed how they record if a child attends with an existing injury and how accidents are recorded. Management and staff now ensure they adhere to their safeguarding policy. Staff demonstrate they know the process to follow if they have concerns about a child and how to make a referral to the relevant agency. There are robust systems in place for recruiting and appointing new staff. There are effective induction procedures in place to ensure that staff are clear of their roles and responsibilities and all the policies, including the 'whistle-blowing policy'. Staff have regular supervision and appraisals to monitor their performance and to identify any additional training required in order to improve outcomes for children.

Security within the centre is good with a camera at the entrance and parents and visitors are let in by the senior staff. The visitor's book is maintained and the attendance registers so it is clear who is in the building at all times. Risk assessments are completed and reviewed. The staff in each room takes the responsibility for completing a daily safety

check of all areas used. This helps to minimise any potential hazards to children as they play. The fire drill is practised with the children so they gain an understanding of the procedure to follow in the event of an emergency.

The centre works closely with parents to share how their child has been and gives advice and support as requested. Comprehensive policies are in place and made available to parents so they are clear of the centre's practice. There is useful information displayed for parents in the hallway including the staff photographs. Parents have regular newsletters which are available in other languages. Parents have an annual questionnaire to gain their feedback. New parents to the setting are warmly welcomed and encouraged to stay with their child until they settle. These opportunities are used to share information with the parent about the daily routine and to discuss their child's likes, dislikes and their interests so the staff can help children to settle quickly. The centre has good links with outside agencies to seek advice and support for children's individual needs.

The management are pro-active in monitoring the centre to identify their strengths and areas for development to enhance the learning outcomes for children. For example, they have developed the use of the outdoor play opportunities by taking more indoor resources out to help children to continue their learning naturally as they play outside.

### **The Childcare Register**

The requirements for the compulsory 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>	EY426951
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	955713
<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>	53
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Noah's Ark Childcare Centres Limited
<b>Date of previous inspection</b>	26/09/2011
<b>Telephone number</b>	01752 276227

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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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