

# Noahs Ark Childcare Centre

Noah's Ark Childcare Centres, 20-24 Lucas Terrace, Plymouth, Devon, PL4 9LD

<b>Inspection date</b>	14/07/2014
Previous inspection date	13/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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

- Children are confident learners and most staff use appropriate teaching techniques to further their development.
- The garden is used well to further support children's learning and children engage in outdoor activities that interest them.
- Children are generally well mannered and enjoy their time at the setting.

### It is not yet good because

- Children with special educational needs are not fully supported as their key person does not know them well enough, and assessments on their progress are not always regular.
- Induction procedures for new staff are not consistent. Consequently, not all staff are clear about their roles and responsibilities.
- Systems to monitor the provision to ensure staff consistently support children in their learning and development, are not fully effective.
- Babies are not able to listen to songs and music from their own cultures to enhance their sense of belonging.

## 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 staff and children in all rooms and in the garden.
- The inspector spoke to staff and management at appropriate times during the inspection.
- The inspector sampled documentation including policies, complaint log, registers, parent contact sheets, action plans and children's learning journeys.
- The inspector carried out a joint observation with the area manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Katherine Lamb

## Full report

### Information about the setting

Noah's Ark Childcare Centre opened in 1996 and is privately owned and managed. It is one of a chain of nurseries owned and operated by Noah's Ark Childcare Centres. It operates from a converted chapel in the Prince Rock area of Plymouth in Devon. A garden area is used for outdoor play activities. The setting is open each weekday from 8am until 6pm all year round. There are currently 65 children on roll, including those with special educational needs and/or disabilities and English as an additional language. The setting is in receipt of early education funding for two-, three- and four-year-old children. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 10 members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above. Two members of staff are currently undergoing training. The nursery is a member of the National Day Nurseries Association and hold 'Investors in People' status.

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

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

- ensure children with special education needs are fully supported by the key-person system so that staff know their individual needs and are able to support them in their learning and development by carrying out regular assessments
- ensure all staff receive induction training to help them understand their roles and responsibilities.

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

- develop systems for monitoring the provision to ensure a consistent approach throughout the nursery
- provide songs and rhymes from all cultures and in babies' home languages.

### Inspection judgements

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

Overall, staff have an appropriate understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. Mostly staff regularly observe children to find out their current interests and what they can do. These

observations feed into the weekly planning, which helps some staff to provide relevant and interesting activities and experiences for the children. Parents provide suitable information when their children start attending so that staff can monitor children's progress in relation to their starting points. This helps staff to plan activities that provide suitable challenges for children and will interest them. Parents are able to view observations and next steps in their termly assessments. However, children with special educational needs and/or disabilities do not always have regular observations carried out on their play. This means their key people do not track their development and progress their learning, to provide any additional support that they might need as soon as possible. Staff use their observations and assessments to complete the progress check at age two and share these with the parents. Consequently, parents are able to see the progress their children are making and work alongside staff to support their children at home.

Learning and teaching are satisfactory and sometimes good. Some staff inspire children to think through all areas of learning by asking open questions, such as, 'What does soap smell like?' and 'How do we look after our teeth?' Children in the pre-school room are excited to take part in a activity to learn how to look after themselves. Staff have a range of resources including flannels, towels, tooth brush and paste and a range of bath care products. Children practise washing toy babies and brushing their teeth and staff extend discussions and link in their home lives. Staff enable children to choose resources independently and initiate their own play. Children of all ages enjoy listening to stories and looking at books. The nursery is well equipped with a range of age-appropriate books for all children. Babies enjoy looking at and touching textured book with adults. Toddlers enjoy looking at a range of books independently and they confidently take books over to adults, sit on their knee, and look at them together. Older children look at books independently. Staff support children who speak English as an additional language. They work with parents to find out key words in children's home languages. This helps them to communicate and reassure children as they settle into the nursery. Dual-language books and visual signs around the nursery further help children to settle and begin to learn English words and understand instructions. However, staff do not provide children with music to listen to in their own language to help children feel settled, develop a strong sense of belonging and further enjoy their play.

Staff helps children to make satisfactory progress in mathematics. They enjoy making towers with blocks. Staff encourage children to use numbers while they are building. For example, they say 'One, two, three, and how many do I have if I add one more?' Staff provide a range of media and materials to help children make progress in their creative development. Older children enjoy making marks with a range of media, such as chalk, pencils and in sand, to help them develop their early writing skills. Staff encourage children's physical development as they enjoy cutting and sticking with a range of materials and textures to make models and pictures.

Staff working with babies provide a range of different textures and textiles in baskets, which they are able to explore using their senses. Children enjoy playing in the outside area and make progress in physical development by climbing on the climbing frames, using slides and by playing on bikes. Babies and toddlers appreciate having the space to walk and run inside and all children are able to play outside twice a day.

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

Children enjoy their time in the well-staffed and clean nursery. Management ensure that staff ratios are met from the time that they open in the morning. Staff encourage children's independence so they are becoming competent at managing their personal needs. They have some opportunities to develop self-care skills, for example, going to the toilet and finding their drinks bottles when they are thirsty. Babies have their nappies changed regularly and this is recorded on the contact sheets to share with parents. Staff implement the nursery policy when children are potty training and liaise with parents during this transition. Although there are sufficient potties available, staff encourage parents to bring their child's potty from home if they wish. This provides some familiarity so the child is more comfortable at this time. Younger children have their hands and faces wiped after meals and older children are encouraged to wash their hands to promote their developing self-care skills. Staff have spare clothing to help ensure that all children are clean and comfortable at nursery.

Children are beginning to learn about the care of teeth as they discuss how different foods affect them. They make independent choices, such as what to play with and where to play. Staff are aware of each child's individual dietary needs and maintain clear policies and procedures to ensure that these are addressed appropriately. Children enjoy simple but healthy snacks of fruit and sit together to eat nutritious freshly cooked lunches, such as sweet and sour chicken. Children show close relationships with staff and seek cuddles for reassurance when needed. Staff are gentle in their approach to children and consequently, promote warm relationships between adults and children.

An increasingly well-resourced garden enables children to be physically active. They take some managed risks as they use the climbing frame and go down the slide, which helps them learn how to keep themselves safe. Staff effectively support children to make the move from one room to the next and eventually to school. Children visit their new room until they feel confident to move up. A positive relationship with the local school to which most of the children later attend eases the move from nursery to school.

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

Management have a sound understanding of their responsibility in meeting all the requirements of the Early Years Foundation Stage. They are aware of the need to contact the Local Authority Designated Officer for safeguarding, in the event of any allegations against staff. They follow appropriate procedures to keep Ofsted informed of any significant incidents, as required. There have been some staff changes and the area manager is running the nursery while improvements are made, and additional staff are recruited. This has meant that the nursery has already started to make some improvements in the provision and that they have been pro-active in improving communication with parents.

The recruitment and vetting procedures at the nursery are sound and this helps to ensure the staff are suitable to work with children. However, not all staff receive an induction once they have started and this means that they are not aware of their roles and responsibilities within the setting. The induction process is also not monitored to ensure that all staff receive a full induction. All staff are aware of the procedures for dealing with child protection concerns. A range of policies and procedures are in place and documentation and records are completed to help ensure children's health needs are sufficiently well met. Policies and procedures, including the complaints policy, are shared with parents. Risk assessments are in place to help maintain children's health and safety in each room, as well as outside.

Management is mostly aware of the nursery's strengths and areas in need of further development. However, there is inconsistent monitoring in place of the provision, which has meant that the key-person system, staff induction and support for children with special educational needs and/or disabilities have not been identified as being a weakness along with staff induction. The gap for children with special educational needs and/or disabilities is not closing as quickly as possible. This is because key persons do not know children well enough to provide them with the support they need. This is a breach of requirements. Management understands the importance of enhancing staff skills to ensure all children make good progress during their time at the nursery in order to prepare them well for their future education. Staff supervisions and appraisals provide support and training for staff to help improve the activities they provide for children.

Partnerships with parents and carers are appropriate. Parents can feedback to the setting, either verbally, or through questionnaires. There is a range of useful information made accessible to parents through newsletters, daily discussions, contact sheets, and parents' evenings.

### 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>	117135
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	981409
<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>	38
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Noah's Ark Childcare Centres Limited
<b>Date of previous inspection</b>	13/06/2011
<b>Telephone number</b>	01752 601909

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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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