

Noah's Ark Playgroup

The Church Hall, Church Hill, Kimberley, Nottingham, Nottinghamshire, NG16 2HY

Inspection date	04/09/2014
Previous inspection date	01/12/2011

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		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

- Practitioners have a good understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements, including child protection issues.
- Children enjoy daily access to the outdoor learning environment, and this supports their health and well-being.
- Practitioners develop positive relationships with parents and exchanging information to ensure they are suitably informed about their children's care needs.
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It is not yet good because

- There are weaknesses in the planning of activities. This means that not all children receive challenging and enjoyable experiences that meet their individual learning needs.
- Practitioner's observation and assessment systems are not robust enough to meet all children's individual needs and identify their next steps in learning.
- The environment is not sufficiently rich in print to fully support children's early literacy skills.
- The organisation and planning of some group times, such as story time, impacts on the quality of the learning provided. As a result, children are not always engaged in purposeful learning as the activities are not focused on their individual learning needs.

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 playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the registered person, manager and practitioners at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Noah's Ark Playgroup was registered in 1992 on the Early Years Register and both parts of the Childcare Register. It is run by a committee of parents and operates from the Holy Trinity Church Hall situated in the urban area of Kimberley, Nottinghamshire. There is access to an outside play area. Children attend from both the local area and the surrounding towns and villages. The playgroup is open during term time and provides occasional holiday care during the summer holidays, depending on demand. It operates Tuesday, Wednesday and Friday between 9.15am and 11.45am. On Monday and Thursday children can attend all day as the setting operates from 9.15am to 3pm. A lunch club operates every day between 11.45am and 1.15pm. There are currently 39 children on attending in the early years age group. There are eight staff who work with the children on a part-time basis, four of whom have level 3 childcare qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- improve the planning to meet the developmental stage of all children, so they receive challenging and enjoying experiences that meet their individual needs
- develop observation and assessment systems to ensure that all children's individual needs are used to inform future planning, with particular regard to identifying next steps in learning for all children.

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

- develop further the indoor and outdoor area by creating an environment rich in print, where children can learn about words, for example, by using names, labelling, signs and posters
- review the organisation and planning for group times, such as singing and story times, to ensure that all children are highly engaged and motivated to participate.

Inspection judgements

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

Practitioners are developing their knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. When children first attend

the setting, practitioners gather appropriate verbal and written information about them from their parents. This exchange of information helps practitioners in their initial assessment of children's developmental stages. Practitioners record children's progress in the form of a learning journal. However, the observation and assessment process is not yet undertaken regularly or precisely enough to support all children well. For example, observations are descriptive rather than evaluative. This means children's development is not always effectively evaluated and the next steps in their learning are not precise. In addition, practitioners do not always have detailed and up-to-date information about what children can do, in order to accurately plan challenging activities to fully support their next steps in all areas of their learning. As a result, children are not making good progress.

Practitioners welcome parents and encourage them to participate in activities within the setting. Parents are appropriately involved in their children's learning. Practitioners verbally share information regarding children's care and achievements and how learning can be appropriately supported at home. They conduct the progress checks for children between the ages of two and three years, which are shared with parents. Children have some opportunities to develop their language skills through discussions about what they are doing. Practitioners working with the youngest children respond caringly to their developing language skills during activities, encouraging them to engage in conversations. For example, practitioners use construction toys as a pretend telephone to hold a conversation with a child. Staff plan regular story and singing times where practitioners read to children, recall and reinforce old words and introduce new words to extend children's vocabulary. These activities help children develop the key skills they need for their future learning. However, there is a lack of labelling, signs and written words displayed around the indoor and outdoor areas for children to develop an understanding that print carries meaning. As a result, children have fewer opportunities in the environment to learn about and recognise words. Children confidently choose from a suitable range of age-appropriate resources. This supports their independence. For example, the setting has a good range of small-world and construction equipment. However, the planning and organisation of activities is not always effective and does not consistently offer children challenging and interesting experiences. For example, planning for activities has generic next steps for all children's development and does not target children's individual next steps. Consequently, practitioners do not provide valuable learning opportunities to challenge children in their learning. As a result, some children lose interest and turn to other activities.

Children access fresh air daily in the outdoor play areas. There is a range of activities and resources available for children to use to develop their physical skills. They develop their strength and coordination as they practise climbing on the climbing frame, enjoy pedalling bikes around the garden and planting tomatoes in the garden area. Children enjoy playing in the sand tray, exploring and learning to share a variety of equipment. Practitioners help children to develop some understanding of the world around them. For example, children enjoy first-hand experiences of visiting a local park and nature trail. Practitioners effectively encourage and involve children in activities, such as tidying their toys away and cleaning away after snack. This helps children to develop positive relationships and work collectively with their peers. Practitioners position themselves at the children's level and consolidate children's growing vocabulary by naming items and resources. In addition, they add new words to promote children's language. This helps children to develop their

conversational skills. Practitioners invite pre-school children to sing songs that involve numbers to teach them to count through play. Some children have the confidence to sing songs and nursery rhymes in front of others. This enables them to express themselves and gain confidence as well as develop their numeracy skills. However, the planning and organisation of circle times limits the impact of these sessions, as children are often distracted by younger children who have different developmental needs.

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

There is an effective key-person system in place. This provides satisfactory continuity and consistency of care for the children. Practitioners implement appropriate strategies to help settle new children. For example, they encourage parents to participate in settling-in visits and discuss information about the children's interests and routines at home. This enables practitioners to have a good understanding of children's individual care needs. However, observations made by each child's key person are not sufficiently evaluative to maximise future learning opportunities. Children are happy, settled and display suitable levels of confidence and self-esteem. For example, older children confidently inform practitioners of their needs, including what food they want to eat. Children proudly share their achievements with practitioners, for instance, when they finish their painting.

Children are able to easily choose from an appropriate range of resources. Toys and activities are safely organised, providing children with suitable opportunities to develop their independence and decision-making skills. They also develop independence in self-care during snack times, as they are encouraged to choose what they eat and serve their own drinks. The environment reflects the wider world and is interesting. For example, practitioners display children's creative work attractively throughout the nursery, but there is a lack of environmental print to develop children's literacy development. Children also have opportunities to choose from a selection of resources that reflect positive images of diversity. For example, books and role-play equipment, including multicultural dolls provide good opportunities for children to be aware of, and value differences. This demonstrates that diversity is valued. Practitioners use positive strategies to promote children's good behaviour. Children benefit from their use of praise and encouragement. Practitioners take time to explain about the importance of sharing in order to promote positive social skills. They support children to learn how to share and take turns. For example, when children are waiting for their turn on the trikes, practitioners give them a sand timer, so that they can visually see when it is their turn. Older children are keen to behave positively and work together in tasks, such as wiping tables after their snack. These strategies effectively promote the children's self-confidence and sense of responsibility. Practitioners successfully build children's skills in cooperating with others.

Children are developing a sound understanding of how to keep safe as practitioners explain why they must not play near the doors. Children know they need to leave the building when they hear a fire alarm. Practitioners encourage children to engage in regular routines that promote their understanding of good hygiene. For example, children know they must wash their hands before eating and after using the toilet. Children are developing an appropriate understanding about healthy eating because practitioners talk to them about how food helps them to grow. Practitioners encourage children to be

physically active. All children have daily opportunities to play outside. This means they can regularly enjoy fresh air and opportunities to develop their physical skills. Practitioners appropriately help children prepare as they move into their new schools, so they feel happy and secure. Children are able to participate in visits to their new schools before they start. For example, children visit a local primary school to watch a play. This helps children gain confidence and familiarity with new practitioners and new friends. Some children meet their new teachers and talk about the routines of their new schools. They participate in small-group work that focuses on enhancing numerical and writing skills. However, some activities are not fully effective in meeting individual children's needs, in order to help prepare them for school, as planning systems do not individualise children's next steps in learning.

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

The manager has a sound understanding of her responsibilities in meeting the learning and development requirements overall. However, there are weaknesses in the planning of activities and routines, to ensure they effectively provide challenging and interesting experiences that meet children's developmental needs. Practitioner's have sound knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are effective.

Practitioners understand the procedures to follow when concerns are raised about children's welfare or allegations made against practitioners. The leadership team uses robust recruitment and vetting procedures to appoint practitioners and volunteers. The management also ensures that practitioners are aware of their roles and responsibilities. For example, they take up written references and complete enhanced Disclosure and Barring Service for each practitioner. In addition to this, the manager asks practitioners to confirm their ongoing suitability on an annual basis. This means the manager and committee take effective steps to ensure the practitioners are suitable to work with children, before they are left to work unsupervised with them.

Practitioners conduct, and regularly review, risk assessments to help ensure that children can play and learn in safety. For example, practitioners are vigilant in ensuring the environment is safe and doors are kept locked, to ensure children cannot leave the setting unattended. Visitors also record their times of arrival and departure when visiting the setting. The manager ensures that practitioners meet the adult to child ratios at all times. Staff deployment is appropriate and children are within sight and hearing of practitioners at all times. Practitioners receive regular supervision and appraisal meetings. In addition, weekly staff meetings enable practitioners to discuss any concerns they have about children's progress. These meetings help the manager and administrator to identify staff training needs and secure opportunities for their professional development. This effectively supports and helps drive improvement within the nursery and, therefore, benefits the children.

The leadership and management team have generally effective systems to evaluate their provision and practice. These help them to inform the nursery's priorities and drive improvement. They complete a self-evaluation form and set targets for improvement in

the outcomes for children. For example, they have identified the need to re-evaluate the evidence of children's development from key persons. However, observations are still not sufficiently well focused and activities are not well planned to meet individual children's learning needs. The committee, manager and practitioners have appropriately addressed some recommendations made previously by Ofsted. For example, they have increased opportunities for children to develop personal, social and emotional development through increased behaviour management techniques. Practitioners encourage children to use sand timers to wait for their turn, so that they can visually see how long they have to wait before accessing an activity or specific toy. They have developed sound partnerships with other professionals to ensure children's needs are met. Parents value the friendly and approachable practitioners, engaging in daily conversations with them about their child. This ensures children settle quickly, and parents talk about how happy the children are at the setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	253124
Local authority	Nottinghamshire
Inspection number	988258
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	39
Name of provider	Noah's Ark Playgroup Committee
Date of previous inspection	01/12/2011
Telephone number	0115 9458 553 or

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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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