

Noah's Ark Pre School Playgroup

Luton Road, Chatham, Kent, ME4 5BT

Inspection date

19/09/2014

Previous inspection date

29/09/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The staff use effective procedures to ensure they develop good, trusting relationships with their key children, which fully supports children's confidence and self-esteem.
- The staff provide a wide range of good quality activities that cover all areas of learning, which enables children to make good progress in their development.
- The staff give children's safety a high priority and adhere rigorously to the setting's safeguarding procedures in order to protect children.
- The pre-school actively seeks funding to make improvements to the setting to enhance the children's environment and their opportunities for learning.

It is not yet outstanding because

- Staff do not always provide mark making equipment within all play areas to enhance children's play experiences and enhance their understanding that marks have meaning.
- The staff do not always extend the good range of activities on offer to enhance the needs of target groups of children, such as, boys.

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.

Inspection activities

- The inspector sampled a range of the pre-school's policies and procedures including the safeguarding procedures.
- The inspector observed the interaction between the staff and children as they played together.
- The inspector discussed the pre-school's self evaluation and plans for improvement with the supervisor.
- The inspector took into account the views of parents during the inspection.

Inspector

Linda Coccia

Full report

Information about the setting

Noah's Ark Preschool opened in 1992 and operates from two rooms in a church hall. It is owned by a committee of parents and church representatives. It is situated in the town of Chatham, Kent. A maximum of 50 children may attend the pre-school at any one time. The pre-school is open each weekday from 9am to 12pm and 12.30pm to 3.30pm Monday, Tuesday, Wednesday and Friday term time only. There are currently 41 children aged from two years to under five years on roll. Children receive funding for free nursery education. The pre-school is registered on the Early Years Register. Children come from a local catchment area. The pre-school currently supports some children with special educational needs, and children who speak English as an additional language. The pre-school employs 11 staff. Of these, nine, including the manager hold appropriate early years qualifications at National Vocation Qualification level 2 and above. Two members of staff are working towards upgrading their qualification.

What the setting needs to do to improve further

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

- increase the opportunities for children to make marks to encourage their further understanding that marks have meaning
- strengthen the range activities to meet the needs of all children, particularly those catering for groups of children, such as boys.

Inspection judgements

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

Children attend the pre-school for a variety of sessions. They take part in a wide range of activities covering all of the areas of learning and which help them make good progress given their starting points and capabilities. Staff carry out regular, accurate assessments of children's learning and provide an assortment of well considered activities to meet each child's individual needs. However, they do not always extend opportunities for different groups of children, such as the boys. For example to enable them to benefit from specific activities such as, hero play or woodwork. The children's learning records show that children are making good progress in the areas of learning, given their ages and stages of development.

Staff provide a well-stocked book area where children choose to sit and look at pictures. Staff encourage children to talk about the stories and anticipate what comes next. This means that children learn to tell the stories using the pictures and simple written words.

The staff provide lots of pictorial prompts to help children with Special Educational Needs and those who speak English as an additional language communicate. Staff also learn important words from children's home languages so that the children can identify and communicate their personal needs to staff.

Children use a good variety of mark making equipment on the mark making table. However, mark making is not currently included in different play areas, such as the role-play area, in order that children can create shopping lists and produce bills for the car service station. Many children demonstrate that they are beginning to learn to write their name letter shapes. Staff capture children's words and display them against their pictures so that children can learn that spoken words have meaning. Overall, children are developing their communication skills very well.

Staff effectively teach children about numbers and shapes by providing number games and different shaped construction bricks. They introduce children to simple addition and subtraction by skilfully questioning them about how many items they and their friends have. For example, the majority of the children demonstrated they were able to identify number shapes as they stepped along the foam number tiles arranged randomly on the garden floor. The staff have used funds proficiently to create a safe outdoor area for children to use. Children can free flow into the area taking any activities they want outside. The staff are effective in helping children learn about nature, for instance, as they searched for bugs they compared them to the large chart available. Children also learn about the lifecycles of plants as they grow flowers in the tyres in the garden.

Staff provide a computer which effectively helps children to learn to operate programmes and carry out verbal instructions using the mouse. Children with special educational needs also find the computer screen transfixing as they watch the colours and shapes move across the screens. Children learn about musical instruments and the variety of sounds they make because staff provide a wide variety of music in different forms. Children listen to tape players and play along on the instruments. Staff are proficient at helping children understand fast and slow, loud and quiet and taking turns as soloists or playing together as a group. The majority of parents are involved in their children's learning in one form or another. They bring in items for the children to talk about, provide photographs of holidays for the summer topic and, help children care for Willow the pre-school bear. Willow accompanies children to parks, shopping and on holidays and parents help children take photographs of Willow's experiences and write about Willow in his book. This boosts children's sense of belonging.

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

The staff use effective procedures to help children settle into the pre-school. Each child has a key person who is responsible for forging relationships with them and their parents. Parents provide information regarding what their children like to do at home and their levels of ability. Staff help children settle by providing activities that they are interested in. The children attending demonstrate that they are comfortable in the setting and talk freely with staff as they move around selecting their own toys and activities. Therefore, children

are confident and show good levels of self-esteem.

Staff teach children the pre-school's good hygiene procedures. As a result, children become proficient in using self care routines. The staff also use simple rules to teach children to be kind to each other, share toys and respect each other. Because of this, children learn to play well together and co-operate well with staff. The children demonstrate they are confident and self motivated in their demeanours and behaviour. Staff recognise that the children's ability to manage their own needs and behaviour is very important when they move to school. Staff explain that during the children's last term at the setting, they provide activities to help the children become emotionally ready to move on to new learning experiences.

Children develop a good understanding of healthy eating and healthy lifestyles because they are involved in a good variety of activities promoting good food and physical exercise. For example, staff teach children to recognise foods that help them to grow and talk to children about the effects of exercise on their bodies.

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

The acting supervisor, her deputy and an effective staff team manage the day to day running of the pre-school effectively. The supervisor explained that they are arranging an Annual General Meeting to elect a new parent committee. The staff at the setting have been in post for a number of years and therefore, have a very good understanding of the pre-school policies and procedures, especially the safeguarding procedures. The supervisor has completed child protection designated person training and all staff regularly update their safeguarding training too. All staff have an enhanced disclosure issued by the Criminal Record Bureau or the Disclosure and Barring Service. Staff are required to declare any circumstances which would render them unsuitable to continue to work with children. The staff are very aware of the impact on children if they fail to report any concerns to the appropriate authorities. This means that children's welfare is a high priority to all the adults working in the setting.

The staff have regular meetings with the supervisor to discuss their training requirements and keep their professional knowledge up to date by attending workshops and short courses. This has a good impact on children because they are cared for by staff who understand how they learn and develop and who can meet their needs. The supervisor has a good understanding of the learning and development requirements. She uses good procedures to effectively monitor the weekly educational programme to ensure that all children are included and that staff cater for their individual needs. She monitors their learning records to ensure staff make accurate and detailed assessments of the children's progress. By doing this she is able to identify those children who need additional support to help close any gaps in their learning.

The pre-school has good links with other settings in their area and has forged links with the local Sure Start centre, whose staff regularly visit the children to put on activities. Staff

work closely with other health and education professionals to help provide secure interventions for children as and when they become necessary. Therefore, children receive good levels of support to help them progress in their learning and development. The staff also have good working relationships with parents. Staff consult with parents on all aspects of their child's care. Parents indicate that they are very appreciative of the care given to their children, consider staff to be welcoming and informative, and know they can approach their child's key person to discuss any issues at any time.

The supervisor takes parents views into account when she conducts an evaluation of the setting. She also considers the views of staff and the children in her evaluations. The supervisor uses these views to assess and formulate improvements. For example, the pre-school has received funding to create an outdoor area and future plans include the use of more laptops and computers. This shows that the impact on the children is very positive as they have more activities to use and experience especially in the outdoor environment. The supervisor and staff are able to maintain the continuous improvement of the pre-school.

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	103827
Local authority	Medway Towns
Inspection number	816863
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	50
Number of children on roll	41
Name of provider	Noah's Ark Preschool Committee
Date of previous inspection	29/09/2010
Telephone number	07960444237

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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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