

# The Ark

Provost Williams CofE Primary School, Sodens Avenue, Ryton-on-Dunsmore, Coventry, CV8 3FF

## Inspection date

17/09/2014

Previous inspection date

04/07/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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 have suitable opportunities to learn through play because staff provide a wide range of toys and activities inside and outdoors, which are easily accessible. As a result, children's independence skills are developing well.
- Children are settled and show a strong sense of belonging in the setting. This is because they have formed trusting relationships with staff. They confidently and enthusiastically explore their environment and participate in activities with enjoyment.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children. They implement effective practices to minimise hazards to children.
- Staff build positive relationships with parents and keep them informed of their children's care and learning.

### It is not yet good because

- Information gained from observations and assessments of children involved in play is not consistently used to identify the next steps in their learning and inform planning to ensure children make the best progress.
- Resources and opportunities for children to increase their awareness of diversity and the wider world are not fully in place to build on their understanding of similarities and differences.

## 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 spoke to staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked around the premises and discussed aspects of safety.
- The inspector looked at documentation, including the complaints procedure, policies and children's learning journals and checked staffs qualifications and suitability.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.

## Inspector

Tracey Boland

## Full report

### Information about the setting

The Ark was registered in 2010 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built unit in the grounds of Provost William Church of England Primary School, in the Ryton-on-Dunsmore area of Warwickshire. Children are cared for in one large room and there are two enclosed areas available for outdoor play. The group is open from 7.45am until 9am and from 12noon until 6pm each day. There are facilities for a holiday playscheme during school holidays. Children attend for a variety of sessions. There are currently 17 children attending who are in the early years age group. The group employs four staff. Of these, three hold appropriate early years qualifications at level 3. One member of staff is working towards a qualification at level 3. 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:

- ensure that information gained from observations and assessments of children involved in play is consistently used to identify children's next steps in their learning and inform planning, to ensure children make the best progress.

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

- extend opportunities for children to develop their understanding of diversity and the wider world, for example, through a wider range of resources.

## Inspection judgements

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

Children enjoy their time at The Ark, as they settle quickly and engage in activities. Staff respond appropriately to the children and organise activities, such as playing with dough and the kitchen. This encourages children's listening skills and language development, as they talk about what they are making and pretend to make a cup of tea. The settings educational programme covers the seven areas of learning. However, staff do not systematically identify children's next steps in learning and use the information to plan for children's individual needs. As a result, children do not make the best progress. Although staff gather parents' views about their child's abilities and complete observations and assessments, planning does not focus on children's individual learning and development needs. Children are working within the typical developmental range for their age and staff encourage children to ensure they are ready for the next stage in their learning, including going on to nursery or school. Staff engage in conversation with children, so children

speak confidently. They are encouraged to listen and take turns in speaking, for example, during story time and at mealtimes. Children are continually developing their confidence, talking about what they are doing and answering questions. For example, when exploring the texture of jelly through play, children express that it is cold, slippery and sloppy and identify the colour and the flavour from the way it smells.

Children develop their early writing skills using pencils, crayons and chalks. They are encouraged to recognise letters, which helps as they begin to understand the letters that form their names. Labels within the environment encourage children to understand that print has a meaning. Children have daily opportunities to explore the outdoor learning environment. They use a variety of large equipment that encourages their large muscle development, control and coordination. Sand play encourages children's mathematical development, as they pour sand from one container to another and fill various size containers. Children learn about living things, as they care for the school's guinea pigs. They understand that they need food and water and staff relate this to the fact that they too need food and drink to grow strong.

Staff understand the importance of working with other professionals involved in children's lives and have formed suitable links with the school. Regular sharing of children's achievements ensures consistency and helps children to make suitable progress. Staff give parents daily feedback about the activities children have been involved in and their achievements. They encourage parents to share their views of children's interests at home and their backgrounds. Parents also share wow moments, reflecting achievements at home, which are placed on a noticeboard and also shared with the school nursery, where appropriate.

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

Transitional arrangements support parents and children appropriately as they join The Ark and move on to nursery or school. Information is shared about the setting with parents who provide information to staff about their child, so staff can meet their individual needs. Behaviour is good. Children are supported as they begin to learn the importance of sharing and taking turns. Staff support the children appropriately, especially as they begin to learn how to negotiate through play. Children's self-esteem and confidence grows through the praise and encouragement given to them. Staff and parents acknowledge their child's achievements. A buddy system works well within the setting, with older children supporting the younger children become familiar with the environment and the routine after school. Older children are involved in the day to day running of the setting. For example, they share their views and opinions about the food, the resources and the activities provided. As a result, they feel valued and included.

Children learn about, and celebrate, a variety of cultural celebrations and events during the year. They begin to understand similarities and difference through books, discussion and activities. Some resources are available that reflect positive images of diversity and the wider world. However, this is still an area for development, as these are quite limited. Staff take time getting to know about children's backgrounds so they can talk to children and reflect this in the activities they provide, for example, learning about the different

homes children have and their families. Children are encouraged to make their own choices, with regard to play, and move safely within the areas available to them. They benefit from plenty of fresh air each day, as they can choose when they wish to play outside. This has a positive impact on their health and well-being, as they begin to understand the importance of exercise within their day. Staff supervise the children appropriately and, in the event of minor accidents, are able to deal with them as all hold valid first-aid certificates. Records are maintained and parents informed.

Suitable systems are in place to ensure staff are sufficiently aware of children's dietary needs and preferences. Children enjoy drinks and snacks during the day and children attending the after school club enjoy a warm meal, such as spaghetti on toast and pasta. Parents are encouraged to provide healthy packed lunches during the day and some children benefit from a hot meal through the school. Staff have applied suitable hygiene routines, supporting children to develop healthy habits, such as washing their hands before eating their snack and after using the toilet. This helps to prevent the spread of infection.

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

Children remain safe, as staff supervise them closely all times. Suitable systems are in place to ensure that records are maintained for all visitors to The Ark and children are not left unattended with un-vetted adults. There are appropriate systems in place to ensure staff are suitably vetted, inducted and their ongoing suitability is checked, to help secure the children's welfare. Required policies and procedures reflect the ethos of care, so staff are aware of their roles and responsibilities. Staffs performance is monitored through performance reviews, enabling staff to reflect on their own practice and identify their own training needs. This helps staff to continually develop their own performance. Staff understand the importance of protecting children in their care from abuse and neglect. They demonstrate a clear understanding of the various signs of abuse they may encounter and the procedures to follow, should they have any concerns about a child. Written risk assessments clearly identify potential risks within the setting and garden and the steps taken to minimise them. Daily visual checks ensure that the premises are suitable each day, so children remain safe.

Systems for monitoring the educational programmes are still evolving. The registered person spends time within the setting to observe practice. However, routines for ensuring staff use the information gained through their observations and assessments of children to identify their next steps and plan for their individual needs, are not yet secure. As a result, children do not make the best possible progress. The registered person spends time in the setting to observe practice and teaching, which is generally an effective approach. Support and guidance is gained through visits from the local authority development worker, who offers advice for the ongoing development of the service. Staff seek the views of parents about the service they receive through verbal discussion and the use of questionnaires. The information enables staff to identify areas of strength and development, which has a positive impact on the service provided. Parents spoken to during the inspection were happy to share their opinions of the service they receive. They state that staff are

approachable and keep them informed about their child's day. They feel their children enjoy their time at the setting and have lots of opportunities to play with a variety of toys, both indoors and outdoors.

Staff have established good links with the early years department within the school, which promotes good partnership working. Children regularly see teaching staff and mix with children from the reception class and are familiar with the school environment. As a result, transitions to the next stage in children's learning are supported well. Staff understand the importance of working alongside other professionals involved in children's lives, to support their development and provide continuity of care. They support children who may have particular needs. Satisfactory arrangements are in place to keep parents up to date with their child's progress, achievements and stage of development. Staff understand the importance of involving parents in completing the progress check for children aged between two and three years. This positively supports children's learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY408764
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	875372
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Provost Williams CofE Primary School Governing Body
<b>Date of previous inspection</b>	04/07/2011
<b>Telephone number</b>	02476302166

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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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