

Noahs Ark Pre School

Robertson Barracks, Swanton Morley, DEREHAM, Norfolk, NR20 4TX

Inspection date	28/11/2014
Previous inspection date	05/12/2013

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		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 quality of teaching is good. Children enthusiastically participate in a wide and exciting range of activities, which enables them to make good progress across all seven areas of learning.
- Staff are friendly and approachable. They have good relationships with parents and regularly exchange information with them and keep them fully informed about their children's care and progress.
- Staff use highly effective strategies that promote the communication and language skills of all children. This has a very positive impact on their progress in all other areas of learning.
- Staff place a high priority on children's safety. They have good knowledge of how to protect children from harm and implement this well into their practice.

It is not yet outstanding because

- Opportunities for parents to play an active role in their children's learning are not fully embedded in practice to ensure children's knowledge and skills are consolidated and extended effectively at home.

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 inside and the outside learning environments.
- The inspector looked at children's assessment records, planning documents and other documents including the safeguarding policy.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

Inspector

Jacqui Oliver

Full report

Information about the setting

Noahs Ark Pre School opened in 1995 and was registered in 2002 on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is managed by a voluntary management committee. It operates from an open plan area in the community centre at Robertson Barracks, Swanton Morley, which is near to the town of Dereham, Norfolk. Children have access to an enclosed area for outdoor play. The pre-school is open each weekday during term time, from 9am until 3pm; with sessions from 9am until 12noon and 12noon until 3pm. Children attend for a variety of sessions. A holiday club is provided during some school holidays for children up to eight years old. There are currently 30 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It serves both the military and the local civilian community. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2.

What the setting needs to do to improve further

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

- strengthen the opportunities for parents to contribute to children's ongoing learning, for example, by providing parents with ideas for activities or sharing favourite books and resources for children to use at home.

Inspection judgements

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

Staff have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. They know children well, providing them with challenging and appropriate activities to help them to progress across all seven areas of learning. Staff are enthusiastic in their approach and make the activities they provide fun. Parents share information about their children's starting points, so that key persons are able to plan appropriate activities to meet their interests and individual needs. Staff effectively observe, assess and plan for each child. The observations are recorded in the children's learning storybook. They enjoy looking at them and sharing them with staff and visitors. They proudly talk about the activities and events they have taken part in with their friends at the pre-school. Staff complete the progress check for children between the ages of two and three years to support the early identification of any gaps in development. When staff identify children who may need additional support, they work with parents and other professionals to make sure each child's individual needs are met. Individual strategies are in place to support children who speak English as an additional language and children with special educational needs and/or disabilities. Staff have

developed good links with the children's centre and other relevant professionals such as speech therapists. This enables them to seek support and advice, if required, to ensure all children are supported in making good progress in relation to their starting points. Parents value the relationships they develop with the welcoming, friendly staff team. Staff share information in daily diaries and parents are kept informed of their child's development. However, parents are not consistently given suggestions on how they can further support their children's learning at home to enhance the continuity of learning between the pre-school and home and build on the good progress children make.

There is a strong focus on helping all children to acquire communication and language skills. Staff have developed their knowledge and confidence to support children's communication skills through the Every child a talker programme. This has had a very positive impact on their interactions with children. For example, they get down to children's levels to speak to them, use open-ended questions, and give them ample time to reply. Furthermore, staff successfully engage children in conversations and share jokes, creating a happy and relaxed atmosphere. Children learn new words and play an active part during story times, which are lively and exciting. Consequently, children remain captivated and are keen to join in with their favourite stories, such as counting the pieces of fruit the caterpillar eats each day. This also helps to develop their mathematical skills. Play activities and daily routines also support their concept of number. They count how many children are present each day and enjoy emptying and filling containers, making comparisons between quantities. Children recognise shape, colour and pattern as they confidently put together jigsaw puzzles. They enjoy playing with the resources available and show excitement and interest at the activities offered. For example, they enthusiastically play with the wide range of model figures and vehicles. Staff effectively encourage children to develop their imagination and critical thinking, by inviting them to talk about what is happening. Computers and other technical resources, such as cameras, magnifying glasses and torches, enable children to develop a good understanding of how technology can help us in our everyday lives.

Children are keen and interested to learn. They happily engage in the activities provided but are also supported well when initiating their own play and learning. Staff show an interest in what children do and say, and sit and play with them at the different activities throughout the day. The educational programmes have depth and breadth across all areas of learning, which enables children to take part in a wide range of activities and experiences. Children's learning is monitored to ensure they have the skills needed for the next stage in their learning, such as starting school. For example, they learn to sit quietly, take turns and listen during small group activities. They have access to equipment to encourage their early writing skills, such as a large area on the playroom floor where they can use chalks to draw and write. Children learn to recognise and write their name, which supports their early literacy skills. Staff provide many opportunities for children to develop their understanding of the world. For example, they notice the changes in the weather and nature, and observe insects, as they play outside in the large garden. Children gain a strong sense of the community in which they live as they go for walks around the barracks. Natural play materials and treasure baskets are well used offering children opportunities for exploration and open-ended play. Some children show an interest in how things feel and staff plan fun activities for them to explore different textures with their feet, such as, rice, flour, sand and baked beans. Children are encouraged to be

independent learners who are willing to have a go at activities. They concentrate well and choose their own way of doing things, developing the characteristics of effective learning.

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

Staff are very friendly and they greet children and their parents warmly on arrival. Children separate from their parents confidently and settle quickly with sensitive support from staff. Staff spend time in getting to know the children and their families well. Children develop secure attachments with all staff, especially their key person, which promotes their well-being and independence. The manager and staff have a good understanding of the emotional needs of the children and families that attend the pre-school. For example, they offer support when a parent is away from home or when the child first arrives at the pre-school. Children's behaviour shows they feel safe in the pre-school. They are very comfortable with staff and often go to their favourite adult for a cuddle. Staff respond affectionately, providing children with a strong sense of belonging and promoting their emotional well-being. There is a relaxed and homely atmosphere at the pre-school and children are clearly familiar with the routines and expectations of them. Staff promote children's good behaviour, confidence and self-esteem by praising them and recognising their achievements. Children make friends and are encouraged to share, be kind and show respect for one another. They freely approach staff with comments and requests and are confident to talk to visitors at the pre-school. Children are supported well in with practical skills, for example, finding their coats and having a go at putting on their wellington boots to go outside. This not only builds their independence but also helps their self-confidence and ability to keep trying. This prepares them well for the next stages in their learning, such as moving on to school.

Staff provide a well-resourced and welcoming environment to support children's all round development and emotional well-being. The resources are easily accessible and children enjoy exploring all the different areas in the playroom. The familiar daily routines enable children to develop their self-care skills, such as learning to dress themselves and use the toilet independently. Staff encourage children to develop an understanding about keeping healthy. For example, they know that it is important to wash their hands before eating. The pre-school provides children with snacks, offering a variety of healthy choices for them. The snack area displays a selection of photographs and information about foods that are good for you, developing children's awareness of healthy eating. Children's independence and self-help skills are also encouraged at snack time as they look for their name, pour their drinks and spread butter on their toast. Food allergies or dietary requirements are managed effectively to ensure children's safety. Staff record accidents and administration of medication and parents are informed as soon as possible. Children can use the cosy area to rest or sleep if they are feeling tired. There are daily opportunities for exercise and fresh air in the large pre-school garden. Children are encouraged to be active outside, riding on the many wheeled toys, and playing on the climbing and balancing equipment. This helps them to develop their physical skills and supports their good health and well-being.

Staff are positive role models for children. They calmly and sensitively reinforce appropriate boundaries within the pre-school that ensure children are safe and well cared for. As a result, children behave very well and care for themselves and each other, and learn to keep themselves safe. Children are gaining an understanding of risk through activities that encourage them to explore their environment. For example, when playing on the wheeled toys they learn to manoeuvre carefully around the garden to avoid bumping into others. Children learn about road safety when they go for walks in the local area. Staff encourage them to think about their own safety during everyday routines and activities. For example, they discuss using, 'walking feet, quiet voices and smiley faces'. Children are supported well in using equipment safely, such as scissors in their craft activities. They learn how to use knives carefully when they independently cut up their fruit and spread butter on their toast at snack time. The regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. As a result, children's understanding of keeping safe is effectively promoted and helps ensure that they can play and learn safely, both indoors and outside.

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

The manager and staff have a clear understanding of their responsibilities in meeting the safeguarding and welfare requirements. Following the last inspection, the management has worked hard to improve the quality of the pre-school. Appropriate safeguarding training is completed by all staff and therefore, they have a clear understanding of the procedures to follow, should they have any concerns regarding children in their care. Staff deployment throughout the day is good and ensures children are well supervised with their individual needs identified and met at all times. All staff are aware of their roles and responsibilities in protecting the children in their care. This includes the adherence to the comprehensive policies and procedures regarding the use of mobile telephones and cameras in the pre-school, to protect children's privacy. The effective use of risk assessments, indoors and outdoors, ensures that children play in a safe and secure environment. There are robust procedures in place concerning staff recruitment, induction and vetting, which includes checking the suitability of staff. Staff also hold paediatric first-aid qualifications, which means any accidents that occur can be treated effectively to ensure the well-being of children. Staff monitor who enters and leaves the pre-school in a visitors' book and records are kept of any accidents, incidents, attendance registers and medication forms. This shows that the pre-school gives the safeguarding and welfare of children a high priority.

The pre-school staff are a warm and enthusiastic team who work well together. The manager oversees the administration and the daily running of the pre-school. The deputy manager monitors the planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. There are effective monitoring systems in place to track children's progress. These include regular staff meetings, where children's stages of development are discussed and activities are planned for the next steps in their learning. The manager holds yearly appraisals and supervision meetings with all staff, which supports their performance and professional

development. She uses effective systems to monitor staff practice. For example, she makes observations of them during their interactions with children. This helps to identify individual staff members' strengths and areas for development. Consequently, staff have a clear action plan for improvement to build on their existing skills. They are encouraged to further their professional qualifications and two staff are currently studying to gain a degree in early years education. They are supported by the manager, who is keen to develop staff's skills in working with children. There is a strong commitment to improving the pre-school provision and regular self-evaluation identifies the strengths and areas for future improvements. The manager seeks the views of parents and children to reflect on the learning and development opportunities provided. This helps her to plan effectively to move the pre-school forward and continue to improve the quality of the provision.

Strong partnership working with parents means children receive the best possible care. The parents' questionnaire enables them to have their say, evaluate the provision and discuss any relevant information. Meetings are arranged with each child's key person and an open door policy means that there are opportunities for parents to discuss and support their child's care and learning. Information regarding the pre-school's policies and procedures and programme of activities is shared with parents in a variety of ways. This includes a detailed prospectus, noticeboards and daily discussions. Parents spoken to at the time of the inspection were highly complimentary of the care and education that staff provide at the preschool. They comment that their children really enjoy their time there and that they are making good progress. The manager and staff are proactive in developing relationships with other early years settings and local schools. This ensures consistency and continuity of care and learning for all children. Staff provide very good support for children to prepare them for their next stage in their learning. For example, they have established strong links with the local schools and children visit the reception classes so that they can begin to build attachments before they start. They also encourage parents to share their children's transition report and learning story with the teachers to ensure continuity of care and education for children when they start school.

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. 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	EY220790
Local authority	Norfolk
Inspection number	962728
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	30
Name of provider	Noah's Ark Pre School (Swanton Morley) Committee
Date of previous inspection	05/12/2013
Telephone number	01362 627975

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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
Store St
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M1 2WD

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