

# Noahs Ark Pre School

Mill Hill Drive, BILLERICAY, Essex, CM12 0LS

## Inspection date

04/12/2014

Previous inspection date

04/02/2010

## 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

- Staff provide an interesting array of activities and resources that encourage children to explore and investigate. They assess children's abilities and plan for their individual development. This means that children make good progress in their learning.
- Children form close and affectionate attachments to key persons and other staff. Staff ensure that children feel safe and secure. This helps them to settle well and their behaviour is good.
- Staff demonstrate a good understanding of how to safeguard children and protect them from harm. They attend regular training courses to ensure their practice is up to date and pertinent to their respective roles.
- Partnerships with parents are strong and parents are involved in their children's learning at home and in the pre-school. Staff work closely with other professionals to ensure that all children, including those with special educational needs and/or disabilities, continue to make good progress.

### It is not yet outstanding because

- Children do not use the garden area every day, all year round, as the ground becomes too muddy for children to play comfortably in wet weather.
- There are few examples of positive images of people from a variety of backgrounds and abilities. This means that children do not have regular opportunities to learn about, respect and value differences in society.

## 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 observed children engaged in a variety of indoor activities.
- The inspector spoke with the manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled a range of documents including policies and procedures, staff suitability records and qualifications, risk assessments and records of children's progress.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

Noahs Ark Pre School registered in 2003 on the Early Years Register. The pre-school is located within the grounds of a primary school in Billericay, Essex. It operates from a pre-fabricated building with an enclosed outdoor play area. A parent committee manages the pre-school and it serves the local community. The pre-school opens Monday to Friday, from 9am until 12noon and 12.30pm until 3.30pm, during school term time only. The pre-school also operates a lunch club. Children attend for a variety of sessions. There are currently 39 children on roll who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. The pre-school employs six members of childcare staff, including the manager. Of these, five hold appropriate early years qualifications, one at level 4, one at level 3 and three at level 2. One member of staff is unqualified. The pre-school also employs an administrator. The pre-school supports children who speak English as an additional language and those with special educational needs and/or disabilities.

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

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

- continue with plans to improve the outdoor area and make it accessible to children at all times of the year
- increase the examples of positive images of people from a wide variety of backgrounds and abilities to help children learn to understand and value differences.

## Inspection judgements

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

Staff fully understand how to promote the learning and development of young children. Children are making good progress because the quality of teaching is good and consistent throughout the nursery. Staff provide an interesting and varied range of learning activities for children that promote exploration and provide effective challenge. Children are inquisitive and staff encourage them to use their imagination in role play and they are independent learners. Staff track children's developmental progress individually to ensure they are making good progress towards the early learning goals. Staff's record their assessments of children's development in interesting learning journals that are regularly shared with parents. Staff gather information from parents to identify children's starting points on entry to the pre-school and to help them to assess the next steps in their learning. Staff plan activities for children on an individual basis and this means that each individual child achieves good outcomes in their learning. Children with special educational needs and/or disabilities receive effective care and focused support. Staff quickly identify

any gaps in their learning and obtain rapid intervention and support for them through strong partnerships with parents and other professionals.

Children are good communicators as staff spend time helping them to learn new vocabulary and to form their words correctly. Staff talk to children, asking them open-ended questions and encouraging them to think and to speak. For example, as children play independently with dough and cut out Christmas tree shapes, staff ask them to think about the toys that they might like to receive at Christmas. They encourage them to talk about how they will celebrate Christmas at home. Staff help children to make the most of their activities by encouraging them to extend their play. This helps children to think about what they are doing and helps them to develop their own learning. For example, when children cut their dough into pieces, staff ask them what they are making. When children say they are cutting vegetables to make dinner, staff introduce pots and pans into their play and ask them questions about the meals their parents make at home. These activities support children's understanding of the world and encourage their personal, social and emotional development.

Children who are learning to speak English as an additional language receive support from staff as they learn simple words in children's home languages to aid their communication and interaction. Children engage in physical play indoors in the winter months when the outdoor area is too muddy and slippery for outdoor play. The outdoor area is fully equipped to support children's development in all areas of learning but is only available to them in dry weather. This is a disadvantage that staff are working hard to rectify. Staff provide lots of indoor exercise for the children and children are excited as they make wave motions with a big fabric parachute and use it to throw and catch their soft toy. Children play musical instruments and practice learning the words to songs they will sing for their parents at a Christmas gathering. Older children participate in a special programme twice a week that helps them to learn the skills they will need when they start school. This programme supports them to learn skills in literacy and numeracy as well as skills in independence and confidence.

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

Staff ensure that children settle well and feel safe and secure in the pre-school. Staff are kind and affectionate and are good role models for children. They make sure that children develop close attachments to their key persons and other staff and this supports their personal, social and emotional development well. Children's behaviour is good in the pre-school because staff have secure ground rules in place and they use frequent praise. This raises children's self-esteem and encourages positive behaviour. Staff provide a welcoming environment by displaying children's work around the room. This gives children a sense of belonging and helps them to feel at home. Play resources are of good quality and are easily accessible to all children. Children select their own resources as they lead their own play. Children like to dress up and engage in make-believe play as they push prams around the room or play with pirate ships.

Children learn to be independent as they wash their hands by themselves and manage

their own personal care according to their stage of development. Staff tend to those who need assistance in a calm and discreet manner. Children learn about healthy eating and they have fresh fruit daily. They take turns to serve their friends the food and they pour their own drinks. Some children stay for a packed lunch and staff liaise with parents to ensure they receive healthy food. The pre-school room is small but staff make use of the available space well. There is plenty of space for children to move around freely and staff organise a free area for them to practise their physical skills and to dance and sing in groups. Children gain confidence when they join in whole group discussions and this helps them to become emotionally ready for the time when they move on to school. Children have access to a cosy book corner where they look at the well-used books together or listen to a story read by staff. Staff use dual-language books to support those children who are learning to speak English as an additional language and this helps other children to understand there are differences in languages. However, there are fewer positive images around the pre-school to help children to understand differences in ability, culture and roles in society.

Children are safe in the nursery as staff carry out thorough risk assessments in all parts of the premises and on outings. Parents accompany their children on outings to ensure their safety and well-being. Security in the pre-school is good, as doors remain locked when children are inside and staff stand at the doors when parents arrive and depart. This ensures that children can only leave the premises with their known adult. Staff make sure that any visitors to the pre-school are monitored to maintain the safety of the children. Staff ensure that every parent gives written permission when a photographer comes in to make a film of the children performing their Christmas play rehearsals. Staff supervise children easily within the pre-school as the room is compact and there are many staff in attendance. Children remain within sight and hearing of staff at all times. Children learn to keep themselves safe as they move around the room, and use the equipment. Staff remind them to walk carefully when they put on play shoes for dressing up. They remind children that the nails they hammer into small wooden shapes are sharp and the hammers can hurt their fingers so they need to be careful.

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

The manager and her deputy ensure the smooth running of the pre-school on a day-to-day basis. Staff consult with a parent committee regularly who play a large part in the overall management. The committee have recently reviewed all the policies of the pre-school to ensure they are effective. All staff have a secure understanding of the requirements of the Early Years Foundation Stage. They are appropriately qualified and they ensure their continuous professional development by undertaking regular training. The pre-school safeguarding policy clearly states the procedures to follow should there be an allegation made against staff. There is a strict policy on the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistleblowing policy to ensure staff feel confident to address any concerns should they arise. All staff have a secure understanding of child protection procedures and know what to do if they have concerns about a child's well-being. Children are effectively protected because staff

undertake training in safeguarding and first aid.

The manager supports the staff well and monitors their practice. She monitors the effectiveness of the children's activities and how they link to staff planning. The manager spends time observing staff and children to ensure that individual children are making good progress in their learning. The manager tracks children's development and shares their progress regularly with parents. Staff work very well as a team and fully understand their individual roles. Staff recruitment procedures are robust and all staff, students, volunteers and committee members are subject to Disclosure and Barring Service checks to ensure they are suitable to work with children. Staff work closely with parents and other professionals to agree action plans and focused activities to help all children develop, including those with special educational needs and/or disabilities. Staff speak to parents daily about their children's development and they meet formally with parents twice a year to discuss their overall progress. Parents speak very highly of the pre-school and the care and learning their children receive.

Staff liaise with parents on all matters relating to the running of the pre-school and its events. Parents receive a monthly newsletter and weekly email updates. All staff, parents and children are involved in the self-evaluation of the pre-school. The management team have addressed all recommendations from previous inspections. They welcome all feedback and quickly respond to suggestions for improvements. They take action on targets set by the local authority and they have clear ideas for the future development of the pre-school. The management team and staff work closely with teachers from local schools to ensure that all children are ready for the move to school and continue to succeed in their learning.

## 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>	EY219490
<b>Local authority</b>	Essex
<b>Inspection number</b>	877373
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Noahs Ark Preschool (Billericay) Committee
<b>Date of previous inspection</b>	04/02/2010
<b>Telephone number</b>	01277 637433

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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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