

# Noah's Ark Kindergarden

26 Reginald Street, Chapeltown, Leeds, LS7 3HL



<b>Inspection date</b>	17 February 2015
Previous inspection date	14 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are highly confident and self-motivated to learn. This is because staff take genuine interest in children's learning and provide good quality teaching in order to support all children to make good progress from their starting points.
- Children are developing good communication skills because staff talk to children constantly throughout the day. Furthermore, children regularly visit the library to choose books, which supports their early literacy skills well.
- Staff meet children's physical and emotional needs well. They follow children's individual routines and each key person knows their key children and their personalities. Consequently, relationships are extremely strong between staff, children and parents.
- All staff have a positive attitude to continuous development and understand their role to support children's learning and development. They feel very supported by the management team to constantly reflect and improve their practice further.
- Children are safeguarded very well because staff have a very good understanding of the indicators of abuse. In addition, all staff know the procedure to follow if they are concerned about a child's welfare.

### It is not yet outstanding because:

- On occasion, children are not given the opportunity to solve problems in their play.
- Opportunities for children to access the outdoor area frequently throughout the day are not always fully maximised.

## What the setting needs to do to improve further

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

- support children's critical thinking further, by consistently asking questions to support children to work out and solve their own problems during play
- extend opportunities for children to play outdoors by encouraging outdoor play during the morning and afternoon sessions.

### Inspection activities

- The inspector observed activities in the base room in operation, dining area and outdoors.
- The inspector held conversations with the manager, deputy manager, staff, local authority adviser, children and three parents throughout the inspection.
- The inspector conducted a joint observation with the manager.
- Various documents were inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Laura Hoyland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good and staff know each child's stage of development. As a result, they plan activities to support children to make good progress from their starting points. Activities are varied and cover all aspects of learning. Children enthuse as they explore the water tray. They discuss the feeling of bubbles before making imaginary face cream for the staff. Other children manipulate dough to make cakes. They use lollipop sticks as candles and spend time trying to make the sticks stand vertically. However, at times staff are quick to interject and solve problems for children rather than allowing them time to think critically and form their own solutions. Staff regularly assess children's learning and quickly close any emerging gaps. All staff understand the requirements of the Early Years Foundation Stage and the different ways children learn. As a result, they differentiate activities to involve all children and tailor learning opportunities to meet children's individual needs. Skilful ways of teaching ensure that all children are progressing well in their development. Children are prepared for school. They have a good attitude to learning and are developing skills to support them in the future. For example, they make relationships with others easily, care for resources and concentrate for periods of time while engaged in activities. Furthermore, they demonstrate a passion for exploration and they keep trying to master tasks until they succeed.

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

The setting is clean and maintained to a good standard. Resources are of high quality, accessible to children and rooms are organised with care. Children freely choose what they would like to play with and show high levels of confidence as they ask staff for support. Trusting relationships are in place between staff and children and a sense of community runs through the setting. Parents speak highly of staff and the care given to children and their families. Children's health is considered by staff as they promote healthy eating and regular exercise. Children select books on healthy foods to read with staff. They talk about their dietary requirements and are learning to take care of their own health. Children have access to age-appropriate exercise equipment. A small treadmill and exercise bicycle are available indoors for children to use. However, there is scope to allow children more access to the outdoor area as they currently use this predominantly in the afternoons.

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

The manager has followed a clear plan of improvement since the last inspection and has a drive to continuously improve staff's knowledge and understanding of how children learn. He monitors the quality of teaching and holds regular staff meetings to discuss how to change aspects of the provision. Staff access a wide variety of training courses and are keen to continue their professional development. They feel supported by the management team and the local authority, who hold regular evening training sessions to support staff practice. In addition, the management team review children's progress regularly with each key person. As a result, staff are supported well to improve outcomes for all children.

## Setting details

<b>Unique reference number</b>	EY341664
<b>Local authority</b>	Leeds
<b>Inspection number</b>	878233
<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>	54
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Patricia Bernard and Dennis Bernard Partnership
<b>Date of previous inspection</b>	14 February 2011
<b>Telephone number</b>	0113 2627000

Noah's Ark Kindergarden was registered in 2006. The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for three- and four-year-old children.

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