

Noah's Ark Preschool

Gracious Street Methodist Church, Chapel Street, KNARESBOROUGH, North
Yorkshire, HG5 8AN



Inspection date	30 April 2015
Previous inspection date	12 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff fully recognise the learning needs of each child and plan a wide range of activities to meet their interests. Consequently, children are motivated to learn and make good progress ready for school.
- Staff give high priority to keeping children safe. As a result, children respond calmly and quickly when practising the evacuation procedures for the premises, which means they know what to do in an emergency.
- Children know who their key person is and develop close and trusting bonds with them. This means children settle well and leave their parents happily when they arrive.
- Children are supported very effectively by staff in learning to behave well. This results in a very calm and caring atmosphere.
- The staff team is well qualified and the majority of members have worked at the pre-school for a number of years, which has a positive impact on children's care and learning. They work well together and are committed to safeguarding children and protecting them from harm. This provides stability and security for children.
- Staff and the management committee regularly communicate, which means there is good sharing of information. This leads to effective evaluation of the service and joint decision making about where improvements can be made, to enhance the outcomes for children even further.

It is not yet outstanding because:

- Some aspects for monitoring the performance of staff are not yet fully embedded.
- Staff do not always make best use of opportunities for all parents to contribute what they know about their child's learning at home.

What the setting needs to do to improve further

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

- build on the existing arrangements for monitoring the performance of staff by fully embedding peer observations and supervision sessions, to further enrich staff's teaching skills
- maximise the opportunities for all parents to share what they know about their children's learning at home, so an even more effective shared approach to children's learning and development is promoted.

Inspection activities

- The inspector toured the premises and observed children and staff in the playroom and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with one of the managers. The inspector also spoke to the nominated person from the committee.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation with one of the managers.

Inspector

Diane Turner

Inspection findings

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

Staff are skilled practitioners who are confident in their teaching. They carefully observe children to find out what their interests and preferred learning styles are and actively encourage children to become independent learners. For example, they provide wooden blocks and crates, which children can use to build their own structures. Staff give high priority to promoting children's development in language and literacy. They constantly engage children in conversation as they play, and encourage them to answer questions. This means children become confident communicators. Books and reference cards are available in all areas to support children's learning. Children confidently use these to identify insects they find outside. Children with special educational needs and/or disabilities, and those who speak English as an additional language are supported well through targeted activities and close partnership working with parents and outside professionals.

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

Staff provide a welcoming and nurturing environment for children. Highly effective settling-in arrangements, including a home visit, and consistent staffing help children to feel emotionally secure. Staff actively encourage children to make decisions, such as deciding when to have their snack. This helps children become responsible and self-reliant, which means they are emotionally well prepared for school. Children are kept healthy. They are provided with nutritious snacks and have free access to the outdoor area. They keep fit as they run around and develop their physical skills as they fill and empty containers with water. Children feel good about themselves because staff praise them for their efforts and achievements. As a result, children develop confidence and are very keen to share what it is they like about their pre-school.

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

Management has a good understanding of the requirements of the Early Years Foundation Stage and ensures staff implement effective policies and procedures in their daily routines. The recruitment and vetting of staff is thorough and all staff are committed to attending further training, which enhances their practice. Supervision sessions and peer observations have been introduced to monitor the quality of teaching. However, these are not yet fully embedded, to enhance staff's good practice even further. Children's progress is monitored consistently. This means any gaps in their learning are noted and addressed quickly. Partnership working with providers who share children's care is effective. This supports children as they move between settings. Staff keep parents well informed about the service and their child's activities and progress, including a daily communication diary. However, staff do not always encourage all parents to share what they know about their child's learning from home, so staff have an even more comprehensive picture of children's development. Parents' comments are highly complimentary, which shows they have faith and trust in the pre-school.

Setting details

Unique reference number	EY373689
Local authority	North Yorkshire
Inspection number	858202
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	39
Name of provider	Noah's Ark Pre-School Committee
Date of previous inspection	12 January 2009
Telephone number	01423 865797

Noah's Ark Preschool was registered in 1993 and re-registered in 2009 due to a change of premises. It employs six members of childcare staff, including the managers. Of these, two hold appropriate early years qualifications at level 3, one holds level 2, one holds level 6 and one has Qualified Teacher status. The pre-school opens Monday to Thursday from 9am to 4pm, and Friday from 9am to 12.30pm. It provides funded early education for two-, three- and four-year-old children.

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