

Noah's Ark - Coppull Parish Pre-School



Village Hall, Chapel Lane, Coppull, CHORLEY, Lancashire, PR7 4PG

Inspection date

Previous inspection date

13 May 2015

6 February 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

- The caring nature of the staff and a strong commitment to learning through play are key strengths in the pre-school.
- Teaching and learning are good and some is excellent. Staff revise the planning weekly, to provide a range of activities to interest children and help them to learn through play, while meeting their needs.
- The management and staff team understand and fully meet the requirements of the Early Years Foundation Stage. They have an accurate view of their effectiveness and are reflective practitioners committed to continuous improvement.
- Staff are suitably recruited, vetted and briefed on safe working practices. They follow agreed procedures and work closely with specialist agencies and parents and carers to securely safeguard children's welfare. Staff teach children how to use equipment safely and manage risks. As a result, children learn to keep themselves and others safe.
- Parents and carers commented very enthusiastically to the inspector on how well they feel staff care for the whole family.
- Children are well prepared for starting school with essential skills. They behave well, are active learners and are able to make choices and respect the feelings of others.

It is not yet outstanding because:

- The professional development available to staff is not sufficiently linked to evaluations of their individual practice, in order for them to constantly improve their knowledge and understanding.
- Some of the partnerships with parents and other settings children attend, although, good, are not consistently strong for all families.

What the setting needs to do to improve further

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

- make greater use of sharply focused evaluations of individual staff practice when planning staff professional development, in order to constantly improve their good practice
- improve the way information is exchanged with parents to ensure they are all continually involved in their children's learning and development
- build on the existing strengths of the partnership working with other providers, in order to promote even more effective sharing of information about children's learning with all other settings that they attend.

Inspection activities

- The inspector observed activities in the hall and the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting with the leadership and management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of children, parents and grandparents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

Inspector

Lynne Naylor

Inspection findings

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

Every week, staff meet to discuss children's abilities and plan suitably challenging activities for the following week. As a result, all staff are aware of children's skills and knowledge and what they are learning next. Staff continually adapt and develop children's play to ensure that they learn at a high level from freely chosen activities, indoors and outdoors. There is some excellent teaching. For example, a staff member skilfully moved children on from simply pulling buckets on pulleys to developing tests to make weight comparisons. Each week's plans are also shared on a forum and displayed in the entrance. Parents use this information to support children's learning at home. They bring in related items and information to benefit all the children. Staff have started using a new system to log and measure children's progress from their entry into the nursery until they move on to school. Many parents keenly use this recently introduced electronic system. However, currently, some parents are not yet getting or giving as much information about their child's learning at home, in order to contribute to ongoing assessment.

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

The outdoor area provides excellent opportunities for children to develop their physical skills. They develop control and coordination through gardening, climbing on low-level trees and on a frame. Children balance well as they walk carefully on beams and across a bridge. They also demonstrate a good awareness of how to manage risks. Staff effectively support children to socialise and communicate with each other. They are praised for good listening and showing consideration for others. Children are successfully encouraged to use their voices to ask for a turn or to explain how they feel. They develop independence and an awareness of their needs as they help themselves to water when thirsty. Children choose when to have snack and demonstrate good self-help skills as they wash their plate afterwards. Staff and parents meet to discuss children's move on to school and work well together to prepare children emotionally.

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

Many staff are experienced in childcare and all hold an appropriate qualification. The management team monitor the quality of staff's practice through observation and supervision meetings. They also encourage staff's professional development, although, the training is not always sufficiently targeted at their individual learning needs. Partnerships with other settings that children attend are good, but are not consistent with every setting. Staff very effectively exchange information to support children's development with some providers, such as childminders. Evaluation includes the views of children and parents. Since the last inspection, patio doors have been installed to create direct access to the outdoors. The outdoor area now contributes a great deal to children's learning and development. Children easily move freely between the indoors and outdoors, choosing where they wish to play. Children also use the bathroom with increasing confidence and independence because the adult toilets have recently been replaced with low-level ones.

Setting details

Unique reference number	EY375087
Local authority	Lancashire
Inspection number	858280
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	38
Name of provider	Noah's Ark - Coppull Parish Partnership
Date of previous inspection	6 February 2009
Telephone number	07858 136 727

Noah's Ark - Coppull Parish Pre-School was registered in 2008. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds Early Years Teacher Status. The pre-school opens from Monday to Thursday, 9am until 3.30pm and on Friday from 9am to 12 noon, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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