

Noah's Ark Pre-School

Caterham Community Church, Coulsdon Road, Caterham, Surrey, CR3 5NF



Inspection date

18 June 2015

Previous inspection date

17 March 2011

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 management team monitors the assessments staff make of children's learning. They ensure staff use the assessments to plan fun activities based on children's interests and next steps in learning. This means children make good progress.
- Staff are caring, friendly and attentive to children's needs. They form positive relationships with children, who demonstrate high levels of emotional security and well-being.
- Staff have a strong understanding of their responsibility to protect children from abuse or neglect. They have a good knowledge of the procedures to follow should they have concerns about a child's welfare.
- The management team has good links with other professionals. They work in strong partnership to support the needs of children, including those with special educational needs and/or disabilities and those learning English as an additional language. This means all children receive good support to help them make effective progress.
- The safety and well-being of children is a priority for the management. They ensure staff are alert to any safety issues through regular assessment of the environment and minimising any risk.

It is not yet outstanding because:

- Staff do not always effectively evaluate all activities to suit the age or stage of development of children. This means that sometimes children do not fully engage in the learning opportunities.
- Staff do not consistently enhance older children's mathematical awareness of the names of flat and solid shapes during their play and daily routines.

What the setting needs to do to improve further

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

- regularly evaluate and adapt activities to effectively meet the needs of the range of children so they fully engage in the learning opportunities on offer
- introduce mathematical names of flat and solid shapes during children's play.

Inspection activities

- The inspector spoke with parents and carers during the inspection and took account of their views.
- The inspector held meetings with the manager, supervisor and special educational needs coordinator.
- The inspector sampled a range of documents including children's learning records, observations, assessments and planning.
- The inspector conducted a joint observation with the supervisor.
- The inspector observed staff interactions with children, both inside and outdoors.

Inspector

Hilary Welland

Inspection findings

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

Staff have a good knowledge of the Early Years Foundation Stage and implement this well. Children are confident to join adult-led activities or choose their own play. They select from clearly labelled resources, making it easy to choose their toys and games. Staff effectively organise the playrooms and outdoor area to rotate resources and activities. This ensures children experience a good range of activities and experiences that motivate and challenge their learning. Children develop physical skills, both in large and small movements. They use tools, such as cutlery or pens, walk on bucket stilts and move in different ways, sliding, climbing and balancing. Staff support children to understand changes in their lives or routines. For example, they clearly inform children five minutes before tidy up time, holding up hands to show five fingers and ringing a bell. This supports younger children, and those that require extra help, to prepare for the change in routine. Staff prepare older children very well to become ready for school. They introduce children to a good range of activities and resources to teach them about aspects of school life.

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

Staff praise children's efforts and achievements, particularly in their developing independence. This promotes children's confidence and encourages their willingness to develop new skills. Children follow good hygiene routines, washing their hands before mealtimes without prompting. Children learn about healthy eating through the provision of fruit, vegetables and nutritious snacks. Staff discuss healthy lifestyles and encourage children to drink water throughout the day, particularly after exercise. Staff help children to understand the expectations and boundaries of their behaviour. Staff adapt their strategies to children's ages and stages of development, and give positive reinforcement to good behaviour. Children learn how to keep safe. They understand the need to tidy toys from the floor so they do not slip or trip over.

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

Partnerships with parents are good. The management team involves parents in pre-school life and keeps them well informed. For example, parents come to regular coffee mornings and use the opportunity to look at their children's learning files and chat to members of staff about their children's progress. The management team monitors staff practice, with regular supervision and one-to-one meetings. This enables clear identification of staff training needs and interests, which supports their professional development and benefits children, who receive good quality teaching. For example, literacy awareness training has enabled staff to redevelop the book area to encourage children's interest in books. In addition, the introduction of a lending library enables parents to extend children's learning at home.

Setting details

Unique reference number	122408
Local authority	Surrey
Inspection number	836103
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	28
Name of provider	Noah's Ark Pre-School Committee
Date of previous inspection	17 March 2011
Telephone number	01883 330201

Noah's Ark Pre-School registered in 1999. It is managed by a committee made up of members from Caterham Community Church, and is based in Caterham, Surrey. The pre-school receives funding for the provision of free early education for children aged three and four years, and for eligible two year old children. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school is open during term time only on Mondays, Wednesdays, Thursdays and Fridays from 9.15am until 12 noon, with lunchtime sessions from 12 noon until 1pm. Afternoon sessions are from 1pm until 3.30pm on Mondays, Thursdays and Fridays. The pre-school employs seven members of staff; six hold appropriate early years qualifications, the manager is a qualified teacher, and the supervisor has a foundation degree in early years.

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