

# Noahs Ark Pre-School

Cairns Road Baptist Church, Cairns Road, Bristol, BS6 7TH



## Inspection date

10 July 2015

Previous inspection date

23 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are extremely warm and friendly, develop strong bonds with the children and communicate with kindness and attention. Staff implement effective and sensitive procedures to help each child settle into the setting. As a result, children are motivated and eager to learn, and make good progress.
- The quality of teaching is consistently good and some is outstanding. Staff identify children's individual needs quickly and meet these extremely well through additional small group teaching and strong working partnerships with parents and agencies.
- Staff use highly effective behaviour management strategies and teach children how to be kind, play cooperatively and keep safe in different situations. This helps teach children how to behave in extremely positive and safe ways.
- Staff are skilful and use good ways to prepare each child emotionally for the move from the pre-school into their new school. Staff give children ample opportunities to learn to be very independent and make decisions about their play during sessions.
- Experienced leaders demonstrate a long-term, well-documented and largely successful drive to improve the education and care of the children who attend the pre-school. They, and their staff, share these high aspirations with parents and the local community who work together very well to raise standards for the children.

### It is not yet outstanding because:

- Staff caring for younger children do not always seize every opportunity to develop children's awareness of mathematical language and concepts.
- Recently implemented strategies for monitoring the progress of individuals and groups of children are not yet fully embedded to give leaders the best possible information to help children make rapid progress in their learning.

## What the setting needs to do to improve further

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

- increase the opportunities for younger children to use numbers and mathematical concepts during play, and strengthen their thinking skills
- strengthen further the system to monitor children's progress to target the drive for improvement.

### Inspection activities

- The inspector observed staff's interactions with children and the impact these have on children's learning in the playrooms and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector examined a range of documentation, including children's records, planning, risk assessments, and policies and procedures.
- The inspector had discussions with the manager, staff, children and parents.
- The inspector checked evidence of staff suitability checks to work with children and their qualifications.

### Inspector

Jan Harvey

## Inspection findings

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

Well-trained, experienced staff help ensure all children make good progress during their time at the pre-school. Since the last inspection, staff have made children's learning records easily accessible to parents. Parents acknowledge the accuracy of regular updates from staff, which help carry through children's enthusiasm for learning at home. Children develop a strong interest in books and stories because staff provide good-quality books, indoors and outside. Staff read stories on request and children become engrossed in story time because staff make these active and interesting. Staff use the knowledge gained from training, to ensure all children make good progress in their communication and language, because they use a range of effective techniques that help children build their vocabulary. Staff help children learn the names and sounds of letters during daily activities. Staff support older children well to develop their number skills and to use their imaginations as they count pies they have made in the sandpit, and estimate their height. These skills help prepare children for their next stage of learning, such as school.

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

Children feel safe and secure because staff have a good understanding of safeguarding procedures and prioritise keeping children safe. Staff provide a wide range of resources and materials that offer children the chance to interact and learn how to behave appropriately. Key persons spend quality, focused time with their children to build relationships and concentrate on their individual learning goals. Every child has the opportunity to participate and their input is celebrated by staff, who encourage children's participation and contributions. Staff give clear messages that successfully help children to develop a good understanding of adopting healthy lifestyles. Outside, and on trips to forest areas, children have space to participate in physical activities that promote their development. Staff work very effectively with professional support agencies to promote the learning, development and well-being of children attending with any additional needs.

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

The dedicated manager and staff work very well together and have a good understanding of their roles and responsibilities to meet all the requirements of the Early Years Foundation Stage. The management team is committed to continuous improvement. This is demonstrated by achieving accreditation from a recognised quality assurance scheme, and staff are enthusiastic and motivated. All actions set from the previous inspection have been addressed. There is now a robust induction process for new staff with a focus on safeguarding children and regular follow-up supervisions that provide strong support to enhance staff's professional development. Staff teach children about cultural differences and traditions, and now provide a good range of resources to support their learning.

## Setting details

<b>Unique reference number</b>	107020
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	839456
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Noah's Ark@CRBC
<b>Date of previous inspection</b>	23 November 2010
<b>Telephone number</b>	0117 9446229

Noah's Ark Pre-School registered in 1986. It is located within the Cairns Road Baptist Church near the centre of Bristol. The pre-school opens each weekday from 9am to 3.30pm during school terms. The setting receives funding for the provision of free early education for children aged two, three and four years old. The committee employs 20 members of staff; of whom, seven hold Qualified Teacher Status and nine hold appropriate early years qualifications. The manager holds BA(Hons) Childhood Studies and two members of staff, including the deputy manager, have achieved Early Years Professional Status.

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