

Noah's Ark Playgroup

The Church Hall, Church Hill, Kimberley, Nottingham, Nottinghamshire, NG16 2HY



Inspection date

14 July 2015

Previous inspection date

4 September 2014

| | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| 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 | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always use assessments effectively when planning activities for older children. Consequently, these children are not consistently challenged to ensure they acquire all the necessary skills for future learning.
- Occasionally, children's play experiences are too adult directed, which results in some children not being fully engaged in their learning.
- Management do not focus enough on improving the quality of teaching.
- Staff do not always help children make choices for themselves or play independently when using resources or choosing what to do.

It has the following strengths

- Children develop secure attachments with the caring and friendly staff. As a result, they are confident, develop positive social skills and enjoy their time in the playgroup.
- Children behave well and follow appropriate hygiene routines. They eat healthy snacks and enjoy being active. This promotes their physical well-being.
- Parents say how approachable and friendly the staff are and how their children love attending the playgroup.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use the assessments of children's progress more effectively to plan activities that accurately reflect the learning needs and promote the good progress of older, more-able children
- ensure activities are tailored to challenge and support all children
- develop the arrangements for performance management to ensure weaknesses in teaching are addressed promptly and staff receive the support they need to improve.

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

- give children more opportunities to be independent and make decisions for themselves when using resources and choosing activities.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held a meeting with a member of the committee and the manager.
- The inspector observed an activity and discussed it with the manager.
- The inspector looked at a selection of assessment records and planning documents.
- The inspector checked evidence of the suitability of staff and talked to the manager about her plans for improvement.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Tina Garner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The staff team have a sufficient range of qualifications, which enables them to provide a suitable, lively learning environment for children. Children are offered activities which help them to make some progress in their learning. For instance, they make marks with crayons and enjoy playing in the home role-play area. However, teaching is not consistently good. Some activities are not well matched to all children's abilities to ensure good levels of challenge. For example, prepared activities for older children are overly directed by staff, leading to children losing interest. Staff question children more effectively during free-play activities. This helps to develop children's ideas and equips them to think about how to solve problems. Children's listening skills are supported as they enjoy singing along to rhymes and join in with action songs. They have access to a wide range of books which they enjoy looking at both independently and with staff support. This enhances children's early literacy skills and provides them with opportunities to see pictures and learn about the wider world.

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

Everyone is warmly welcomed into this well-established playgroup. Children are settled in through planned visits arranged with their parents. Staff build on these relationships right from the start so that children feel safe and secure in their company. As a result, children develop a strong sense of belonging. Staff set good examples and effectively manage behaviour. Children learn to share, take turns and develop friendships through play. Consequently, children are emotionally well prepared for the next stage in their learning. Children learn about being safe. Staff gently remind them of safe practices, such as why it is important to walk and not run indoors. Spaces that children use are generally well organised to support children's play. However, staff have not thought enough about how to make it easier for children to play and build on their learning by using different resources in the way that they want to.

The effectiveness of the leadership and management of the early years provision requires improvement

Recruitment is robust and the staff team is well established and experienced overall. There is an appropriate programme for professional development to support staff in their role. For instance, staff are trained in first aid and deal with accidents and emergencies effectively. Staff are able to identify the possible signs of abuse and neglect, and they understand the correct reporting procedures. The management team use ongoing self-evaluation to review the playgroup. This helps to identify some relevant areas for improvement and set targets for continuous development. For example, observation and assessment systems now include some next steps in learning for all children. However, steps which are taken to monitor the educational programmes are not effective in swiftly identifying and addressing the weaknesses in teaching. Consequently, children are not making the best progress they could to prepare them for their future learning and, eventually, school.

Setting details

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| Unique reference number | 253124 |
| Local authority | Nottinghamshire |
| Inspection number | 990133 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 43 |
| Name of provider | Noah's Ark Playgroup Committee |
| Date of previous inspection | 4 September 2014 |
| Telephone number | 0115 9458 553 or |

Noah's Ark Playgroup first registered in 1992 and operates from the Holy Trinity Church Hall in Kimberley. It is managed by a voluntary committee. The playgroup employs eight members of childcare staff, four of whom hold appropriate early years qualifications at level 3. The playgroup is open during term time and provides occasional holiday care during the summer holidays, depending on demand. It operates on Tuesday, Wednesday and Friday from 9.15am to 11.45am, and on Monday and Thursday from 9.15am to 3pm. A lunch club operates every day between 11.45am and 1.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

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