

Noahs Ark Pre-school

Cullompton Baptist Church, High Street, Cullompton, Devon, EX15 1AA



Inspection date

17 September 2015

Previous inspection date

4 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The teaching practices of some staff do not always provide enough challenge and extension to children's learning. This means that children do not always make good progress in their learning and development. For example, staff seek children's views on what new resources they would like but do not make these readily available to them.
- Individual staff supervision shows insufficient focus on the teaching practices of staff to enhance their existing skills and knowledge, and further improve the quality of teaching across the setting. For example, staff often miss chances to extend the more able children's learning in early mathematics and literacy during routine activities.
- Planned activities do not always reflect or focus on children's individual needs well enough in order to keep them motivated and challenged, including for disabled children, those who have special educational needs and the most able.

It has the following strengths

- Relationships with parents and carers are positive and allow for sharing of information about their children's care, which helps to support children's well-being.
- Key persons build positive relationships with children; therefore, children are happy and confident in their surroundings.
- Staff promote children's personal, social and emotional development well. They show an interest in children and help them to build relationships with others. This support helps children to make new friendships.
- Staff have a good understanding of their responsibilities for child protection and are confident in this role.

What the setting needs to do to improve further

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

	Due Date
■ plan appropriate training to improve the quality of teaching and consistent teaching practices across the staff team	01/11/2015
■ ensure the planning of activities is closely linked to children's individual stages of development and plan challenging experiences to ensure that they make good progress	01/11/2015
■ monitor the progress of groups of children.	15/12/2015

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

- develop the opportunities for children to freely access resources to initiate and extend their own play
- incorporate further early mathematics and literacy into daily routines to develop children's levels of understanding.

Inspection activities

- The inspector engaged in discussions with the manager, staff, children and parents.
- The inspector observed teaching and the impact this had on children's learning during both indoor and outdoor activities.
- The inspector looked at specific documentation and a sample of children's developmental records.
- The inspector carried out several joint observations with the manager.
- The inspector checked the suitability and qualifications of the staff team to work with children, alongside a range of other documentation, including staff supervision records.

Inspector

Chantelle Baron

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Thorough recruitment procedures ensure that staff are suitable to work with children and that they have a secure understanding of how to keep children safe. The manager makes sure that staff meet the safeguarding and welfare requirements, and she carries out regular staff supervisions. However, these do not focus well enough on the teaching practices of staff and their ongoing professional development. As a result, teaching practices are not consistent across the pre-school and weaknesses in the quality of teaching are not always addressed. This slows children's progress. Systems to monitor the progress of different groups of children are being developed, but currently input from outside professionals is not always followed.

Quality of teaching, learning and assessment requires improvement

Staff support children suitably during their spontaneous play, for example, as children create pictures with water and act out real-life scenes of building houses. However, staff do not consistently extend children's learning further, including in the day's routines such as snack time. Staff miss opportunities to increase children's knowledge and skills particularly in early mathematics and literacy. Furthermore, children are unable to choose what resources they want in order to extend their play experiences further and follow their interests. Nevertheless, staff provide children with a variety of activities in which they learn, such as how to behave. Children learn to take appropriate risks as they explore the play equipment in the garden. This play builds their confidence in their own abilities.

Personal development, behaviour and welfare require improvement

Staff provide children with fresh drinking water throughout the day and let children decide when to play outdoors. This approach supports children's ongoing good health and well-being. Staff praise children constantly, which helps to develop children's self-esteem. However, staff fail to use daily routines effectively to engage children in conversations in order to progress their learning further. Staff work in partnership with parents to learn about children's backgrounds and families.

Outcomes for children require improvement

Children make adequate progress. Children develop their personal independence. For example, they pour drinks at the snack table and put on their coats in preparation for playing outside. Older children gain physical skills well and are aware of how to play safely, such as when throwing and catching balls outdoors. However, they do not gain good skills in early mathematics and literacy to further aid their move to school.

Setting details

Unique reference number	105882
Local authority	Devon
Inspection number	987764
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	34
Number of children on roll	38
Name of provider	Noah's Ark Pre School Cullompton Committee
Date of previous inspection	4 April 2011
Telephone number	01884 35586

Noah's Ark Pre-school operates from Cullompton Baptist Church, in Cullompton, Devon. It was first registered in 1991. The pre-school is open during school terms only on Mondays, Tuesdays, Wednesdays and Thursdays from 9.15am to 3.15pm; it is closed on Fridays. There are nine staff who work with the children, seven of whom hold early years qualifications. The manager holds a relevant qualification at level 4 and one other member of staff holds Qualified Teacher Status. The pre-school is accredited to receive funding to provide free early education for children aged two, three and four years, and it is in receipt of Early Years Pupil Premium funding.

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