

Noahs Ark Community Preschool

St Andrews Church, 153 Colworth Road, London, E11 1JD



Inspection date	25 November 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There are good partnerships with parents. The manager and staff work closely with parents to ensure that they share information about their children easily and quickly. This helps staff plan around children's interests and keeps parents up to date with their children's achievements. Parents' feedback highlights that they are happy with the care and teaching provided to their children.
- The provider makes sure that the manager effectively monitors staff teaching and the care that they provide to children. All staff work well together. They consistently model good behaviour to the children who behave well.
- Children are happy at the pre-school. They are motivated to learn and are keen to explore the stimulating range of activities. They develop their interests and enjoy their experiences. They are well prepared for the next learning steps and make good progress.
- The staff are friendly and interact well with the children. They use all opportunities to extend children's communication and language skills.
- Staff provide a secure and safe environment in which children play and explore. They meet children's physical needs and look after them well.

It is not yet outstanding because:

- Staff do not develop fully the children's understanding of the differences and similarities between themselves and others to extend further their understanding of diversity.

What the setting needs to do to improve further

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

- provide every opportunity for children to gain awareness of how children and families differ from each other.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and outdoor play area, and sampled children's assessment records and planning documentation.
- The inspector held a meeting with the manager.
- The inspector held discussions with staff about their roles in meeting the requirements of the Early Years Foundation Stage.
- The inspector took account of the parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. There is a comprehensive safeguarding and child protection policy and staff follow its procedures. The manager ensures that staff understand their role to safeguard and protect the children's welfare. Staff have a secure understanding of the possible signs and symptoms that give cause for concern about a child and they know how to report these. The manager and staff implement policies and procedures effectively. The provider oversees a robust recruitment procedure to ensure suitable, qualified and experienced staff care for children. Staff are well motivated and work together to monitor children's progression. The manager gains support from the local authority to help improve teaching. She uses the self-evaluation process effectively to identify what professional development staff need and to continuously improve children's outcomes.

Quality of teaching, learning and assessment is good

The manager and staff have a secure understanding of all requirements. Staff effectively observe and assess children's learning and development, and use the information to plan what children need to learn next. Children enjoy stimulating indoor and outdoor play. Staff interact well with the children and use good teaching skills; for example, they use skilful questions to help promote children's communication and language. Staff promote children's personal, social and emotional development effectively. Children develop their independence and confidence, and they enjoy making choices about their play. Children improve their literacy skills. For example, they listen attentively to stories and they have access to a range of writing and drawing resources. Staff support children's mathematical development effectively. Children develop their creative and imaginative skills well. They develop their physical skills and they enjoy their outdoor experiences.

Personal development, behaviour and welfare are good

Children settle well at the pre-school and understand its routines. Children form close friendships, learn to share and show respect for others. Staff provide good support to help children to learn about a healthy lifestyle. Children enjoy nutritious meals and they have access to daily outdoor play. Children learn to wash their hands at appropriate times. The manager implements robust health and safety checks to ensure the environment is safe and clean for the children's use.

Outcomes for children are good

Children are active learners and all are progressing well in their learning and development, in relation to their starting points. They confidently choose their play resources and develop useful skills for starting school, such as counting.

Setting details

Unique reference number	EY471015
Local authority	Waltham Forest
Inspection number	979236
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	60
Number of children on roll	12
Name of provider	Noahs Ark Community Preschool LTD
Date of previous inspection	Not applicable
Telephone number	0208 989 0942

Noah's Ark Community Preschool registered in 2013. It is situated in Leytonstone in the London Borough of Waltham Forest. The pre-school is open each weekday from 9am until 12.15pm during school terms. The pre-school is accredited to receive funding for free early years education for children aged two, three and four years. There are three members of staff and they all hold relevant early years qualifications. One staff member holds Qualified Teacher Status.

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