

Inspection date	9 September 2016
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

- Staff get to know children and families well. They work closely with parents to provide consistency of care and learning for children. This has a positive impact on their well-being.
- Children enjoy learning. Staff provide interesting learning experiences which motivate children to learn successfully. Overall, the quality of teaching is good and staff promote all aspects of children's learning well.
- Children learn to behave well. Staff act as positive role models as they help children learn to share and take turns with each other.
- Staff have good partnerships with parents. Parents are warmly welcomed into the setting. They are provided with a range of information which helps them support children's learning at home.
- Staff meet children's individual needs extremely well. They work in partnership with other professionals to successfully support children who have special educational needs or disability and children who speak English as an additional language.

It is not yet outstanding because:

- The management has not yet implemented a system to monitor the progress that different groups of children are making in order to make comparisons and confirm that no group is being disadvantaged.
- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not well used to make sure the most able children are challenged to make as much progress in their learning as possible.

What the setting needs to do to improve further

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

- monitor the progress of different groups of children more precisely to help all children make as much progress as possible
- use information gained from assessments to plan even more precisely, providing most-able children with even more challenging opportunities to make more rapid progress.

Inspection activities

- The inspector viewed the premises and the toys and equipment provided.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager and deputy manager.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff working in the pre-school and a range of other documentation, including policies and procedures and the pre-school's self-evaluation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of their responsibilities to protect children from harm. They complete regular training and detailed policies and procedures are very well implemented to support their practice. Risk assessments are carried out to help ensure the environment is safe and secure. The management ensures staff participate in inductions, supervision meetings and appraisals. Staff benefit from regular team meetings, monitoring and training to continuously improve their practice. This has a positive impact on outcomes for children. Self-evaluation processes work well. Parents and staff contribute to changes and are actively involved in reviewing the benefits for children's learning. Children's individual progress is checked closely to identify any gaps in their learning and development. This ensures children receive any additional support they may need. Additional funding is used effectively to meet the individual needs of children. Parents speak highly of the staff and the service that they provide. They are extremely happy and say that their children's social skills have improved since coming to the pre-school.

Quality of teaching, learning and assessment is good

Children play in a well-planned environment. They enjoy varied activities to explore and create. Older children have the opportunity to see and handle giant African snails. Younger children have fun exploring with colours through mixing paints. Children experiment with different techniques when painting. They observe colours as they mix together and change. The arrangement and organisation of group story time is a positive experience for all. Children immediately respond to the animation and intonation that staff use when telling stories. They enjoy their favourite stories. Staff use puppets and visual aids so children are able to join in. This helps to promote children's listening and attention skills.

Personal development, behaviour and welfare are good

Children have good relationships with friendly staff. They help children to settle in quickly. Children develop good physical skills; they confidently climb on apparatus, enjoy riding bikes and scooters and playing football. They learn about healthy lifestyles and good hygiene routines through everyday practice. Healthy snacks are provided and staff encourage children to serve their own food and drinks. Children's attendance is carefully monitored and staff actively help children to learn to value and respect equality and diversity.

Outcomes for children are good

All children, including those who have special educational needs or disability and children who speak English as an additional language, are working comfortably within the typical range of development for their age. Children listen attentively, share resources and take turns. They are confident communicators. Children are self-assured and mix well in groups. They are developing good attitudes to learning and are well equipped and prepared for school.

Setting details

Unique reference number	EY492223
Local authority	Nottingham City
Inspection number	1027075
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	30
Number of children on roll	35
Name of registered person	Ark Church
Registered person unique reference number	RP534807
Date of previous inspection	Not applicable
Telephone number	07341662394

Ark-Angels was registered in 2015. The pre-school employs six members of childcare staff. Of these, three hold an appropriate early years qualification at level 3, one at level 2 and two are unqualified. The pre-school operates from 9am until midday and from 1pm until 4pm, Monday to Friday, except for bank holidays, two weeks at Easter and two weeks at Christmas. The pre-school supports children who have special educational needs or disability and children who speak English as an additional language. They provide funded early education for two-, three- and four-year-old children.

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