

# The Salvation Army Noah's Ark Pre-School

The Salvation Army, Barracks Street, Heckmondwike, WF16 0EJ



## Inspection date

4 November 2016

## Previous inspection date

6 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- All children make good progress and are keen and confident learners. Staff motivate children and enhance their imagination and creative thinking through their effective interactions.
- Staff act as good role models and create a positive culture, which helps children to develop essential social skills. Children enjoy care routines, such as snack time. These sociable occasions help to reinforce positive relationships between the children.
- Staff have established good routines with the children. They use effective strategies to reinforce children's understanding of the pre-school's behavioural rules and boundaries.
- Staff demonstrate safe practices and effectively help children learn about dangers and keeping themselves safe. They successfully contribute to children's physical well-being.
- There is a strong commitment and drive by all to improve, reflected in extensive self-evaluation. This clearly contributes to the good progress that has been made since the last inspection.

### It is not yet outstanding because:

- Staff do not always fully facilitate boys' interests when planning for the learning environment.
- Staff do not always recognise when younger children, especially those new to the pre-school, may require additional support during activities and care routines.

## **What the setting needs to do to improve further**

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

- give greater consideration to boys' interests, in order to optimise their learning during child-led play
- provide the youngest children, especially those new to the pre-school, with greater levels of support.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the pre-school manager and deputy manager. She looked at relevant documentation, including the self-evaluation and action plans, records of learning, planning and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### **Inspector**

Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure and up-to-date knowledge of child protection issues. They create a safe and secure environment, reinforcing safe practices through the use of signs. There has been a significant restructure of staff, most of whom are new. The new manager and deputy manager are highly qualified and lead the team well with their enthusiasm, high expectations and professional role modelling. Extensive audit tools support effective self-reflection and there are comprehensive development plans. Many new initiatives continue to be embedded. Staff's qualifications have a positive impact on practice and there is a clear focus on further training. Systems for monitoring staff practice are developing well.

### Quality of teaching, learning and assessment is good

Staff work closely with parents to find out what children know and can do on entry. They undertake continuous observation and assessment, planning for what children need to master next. They share this with parents, for instance, through daily conversations, regular parent consultations and next steps trees. There are imminent plans to provide a parent workshop about the new online records of learning. Parents will then be able to freely view and add to these. The pre-school has introduced home resource packs and a library book scheme to actively involve parents in supporting children's learning at home. Staff promote children's understanding of how to be a successful learner. They encourage children to test out their ideas and solve problems, for instance, during arts and craft activities. Children delight in finding the hidden letter of the week outdoors, confidently linking this to associated words.

### Personal development, behaviour and welfare are good

Staff exchange important information with new parents to help children settle in. Children enter happily. After finding their name on arrival, they eagerly go off to play. Visual timetables help to support new children's understanding of what happens and when. Children choose what they would like from healthy snack options, placing their photograph under their favourite food item on the wall chart. They confidently practise their physical skills outdoors and take managed risks under staff's close supervision. Children thrive on the positive reinforcements they receive. They proudly show off their medal for good listening. Effective strategies, such as the rocket countdown visual prompt, prepare children for tidy-up time and behavioural expectations are reinforced in picture form.

### Outcomes for children are good

Children make good progress. Regular analysis of data ensures that achievement gaps are identified and planned for at an early stage. Children are developing skills that prepare them well for school. They have a positive approach to learning and show good focus and an eagerness to learn. They play collaboratively, happily sharing and taking turns. Children learn about difference in a variety of ways. For instance, as part of the Diwali celebrations, they delight in dancing to music, swishing pieces of cloth around, and making dough candle holders. Children also share photographs of special holidays or family events.

## Setting details

<b>Unique reference number</b>	EY487001
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	1074126
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Salvation Army Trustee Company (The)
<b>Registered person unique reference number</b>	RP903315
<b>Date of previous inspection</b>	6 November 2015
<b>Telephone number</b>	019244 08 714

The Salvation Army Noah's Ark Pre-School was registered in 2015. There are five members of staff. Of these, three hold relevant qualifications at level 3, one holds level 6 and the manager has qualified teacher status. The pre-school opens Monday and Thursday from 9.15am to 12.15pm, and Tuesday, Wednesday and Friday from 9.15am to 1.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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