

Noahs Ark Pre-School

St Johns Church Hall, Caudwell Hall Road (North East), Ipswich, Suffolk, IP4 4QE



Inspection date

21 February 2017

Previous inspection date

18 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 observe children as they play and make accurate assessments of their progress. Planning reflects children's individual next steps in learning and their emerging interests. This supports all children to enjoy their time at the pre-school and make good progress.
- The manager and staff are positive role models. They help children to consider the feelings and emotions of others, to support them to manage their behaviour appropriately. Consequently, the atmosphere in the pre-school is calm and friendly.
- The pre-school committee, the manager and the staff team are committed to providing children with high-quality care and education. The manager has a good overview of the pre-school. She has set challenging but achievable plans for continual improvement.
- Partnerships with parents have a positive impact on children's learning and development. Staff keep parents well informed about how their children are achieving. They give them ideas about how to support their child's learning at home. Parents are complimentary about the quality of care and education at the pre-school.

It is not yet outstanding because:

- Staff do not always offer as many learning opportunities outdoors, in order to fully extend the development of children who prefer to learn in this environment.
- The arrangements for the performance management and support of staff are not yet strong enough to clearly identify how individual staff members can raise the quality of their teaching practice to the highest level.

What the setting needs to do to improve further

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

- enhance the use of the outdoor area to offer children who prefer to learn outside further play and learning opportunities
- build on the good systems introduced for staff supervision and support, in order to further develop staff skills to enrich practice and improve outcomes for children.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager, the business manager and the committee chairperson. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of their role to protect children from harm. They are fully aware of what to do should they have concerns about children's welfare. Rigorous recruitment and induction procedures are in place to help ensure that all staff are suitable for their role. The committee and manager provide strong leadership for the staff team. They work alongside the staff and they are starting to consider more robust ways to supervise and manage staff performance. Useful tracking systems enable the manager to monitor children's progress and identify if they need any further support. Self-evaluation is effective and action plans are used to prioritise areas for improvement. Staff establish effective partnerships with parents and other professionals to ensure consistency in children's care and learning.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of how children learn and develop. They carefully plan the environment to provide children with a broad range of activities that builds on their interests. Staff get down to children's level and interact purposefully as they play alongside each other. They engage children in meaningful conversations and skilfully ask questions to build on what they already know. This supports children's communication skills. Children develop their mathematical understanding effectively. For example, they practise counting and recognising numbers while playing games in small groups. All children are acquiring the skills needed for their next stage of learning.

Personal development, behaviour and welfare are good

Staff work closely with parents so that they understand children's needs. Children respond to the positive and caring approach of staff, quickly building secure relationships with their key person and other staff. Children learn about the importance of healthy lifestyles. For example, they follow well-established hygiene routines, eat healthy snacks and enjoy fresh air and physical exercise every day. Staff consistently reinforce rules and praise children who make good choices. This helps all children to have a clear understanding of behavioural expectations and boundaries. Staff treat children with respect. They listen to them and value their thoughts and opinions. This strengthens children's self-esteem and helps to build their positive emotional attitudes.

Outcomes for children are good

All children are making good progress given their starting points and capabilities. Children are familiar with the daily routine. They learn to listen and respond to instructions. Children develop their personal care skills, relative to their age and ability, such as putting on their own shoes and coats before playing outside. Children are confident and eager to try new things, such as planting potatoes outside. Children are kind to each other and friendships are beginning to flourish. They are acquiring good attitudes and skills to support the next stage in their education, such as the move to school.

Setting details

Unique reference number	251580
Local authority	Suffolk
Inspection number	1063812
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	75
Name of registered person	Noah's Ark Pre-School Committee
Registered person unique reference number	RP909036
Date of previous inspection	18 March 2013
Telephone number	01473 721252

Noahs Ark Pre-School was registered in 1985. The pre-school employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one at level 4, one at level 5 and two at level 6. The manager has qualified teacher status. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

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