

# Noah's Ark Nursery (Redditch) Ltd

Ryton Close, Matchborough West, Redditch, B98 0EW



## Inspection date

7 March 2017

## Previous inspection date

2 October 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

- Managers fully understand their roles and responsibilities. A range of documents, policies and procedures are effectively implemented by all staff. Children's safety, welfare and learning is continually promoted.
- The nursery special educational needs co-ordinator is knowledgeable in her role. The support for children with additional needs is very strong. They benefit from the help and support they need to catch up with their peers.
- Children enjoy attending and quickly become settled and relaxed. Staff are warm, friendly and caring. They get to know children and their families well from the outset.
- Staff ensure equality and diversity is promoted within the nursery. They find out about children's cultures, languages and religions and teach children about these. Children learn to respect, tolerate and accept others.
- Partnerships with parents and professionals are very good. Information is shared in a range of ways. Children benefit from good continuity in their care and education between all those involved in their lives.

### It is not yet outstanding because:

- Staff do not always provide children with enough rich, varied and highly challenging activities to help them achieve at an outstanding level. This specifically refers to children who are already progressing very well and are capable of more.
- Staff are not yet highly effective teachers that consistently promote the best possible outcomes for all children. There is room to strengthen their professional development and the continual support they are offered to further enhance their teaching skills.

## What the setting needs to do to improve further

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

- provide even more rich, varied and highly challenging activities for children who are already progressing well and capable of more to help promote their attainment at an outstanding level
- strengthen staff's professional development and continually support them to gain all of the skills required to become highly effective teachers that consistently promote the best outcomes for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, policies and procedures.
- The inspector discussed the nursery's self-evaluation with the management team and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The nursery is clean, organised and secure. Managers complete frequent risk-assessment checks of the environment. This helps to ensure possible hazards are identified and addressed. Managers and staff have a sound understanding of their responsibility to recognise and report any safeguarding concerns. This helps to keep children safe from harm. Managers supervise staff. They routinely observe their practice and individual performance management arrangements are in place. Staff benefit from some training opportunities to boost their skills. This has a positive impact on the quality of care provided. Managers reflect on the quality of the provision, taking account the views of staff, parents and children. They are ambitious about their desire to further improve. Clear targets for future development are set.

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

Staff routinely observe and assess children's abilities. They use children's interests to plan a broad range of activities and experiences that help to promote children's good progress. For example, children enjoy being creative and using their imaginations. Staff support them to use a variety of media, such as collage materials and play dough to make paper puppets or models of familiar story characters. Staff talk to children about what they are doing and encourage them to experiment with their ideas. Managers have a good overview of the progress children make. This helps to ensure all children make good progress and no child is left behind.

### Personal development, behaviour and welfare are good

Children's physical and emotional well-being is effectively promoted. Staff provide children with a nutritious menu of snacks. Children take part in planting, growing and cookery activities. Staff talk to children about the importance of eating well. Staff ensure children benefit from fresh air and actively encourage physical activity. Children greatly enjoy playing outside in the garden. They like to ride around on different wheeled vehicles, such as bicycles and scooters. They also move in different ways, negotiating obstacle courses and low-level climbing and balancing objects. Children behave well. They are supported to follow the routines of the setting and adhere to the behaviour boundaries set. Children are learning to share, take turns and be kind. Staff are positive and encouraging. Children's efforts are valued and their achievements celebrated. They have good levels of self-worth.

### Outcomes for children are good

Children make good progress in their learning. They are becoming highly successful learners that are equipped with all the skills they need for the eventual move on to school. For example, they are confident and independent. They make choices about how they spend their time at the setting and learn to manage their own care needs. Children's communication and language skills develop particularly well. They enjoy singing songs and sharing stories with their teachers. They soon learn to ask questions and express their thoughts and interests. Children are developing good skills in literacy. They like to explore drawing and writing, indoors and outside. They also play word games with their teachers and competently identify the different letter sounds as they speak.

## Setting details

<b>Unique reference number</b>	205332
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1063662
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Noah's Ark Nursery (Redditch) Ltd
<b>Registered person unique reference number</b>	RP527607
<b>Date of previous inspection</b>	2 October 2013
<b>Telephone number</b>	01527514180

Noah's Ark Nursery (Redditch) Ltd was registered in 1992. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery operates during term time only. Sessions are available from Monday to Friday from 8.15am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides support for children who have special educational needs and/or disabilities and those who speak English as an additional language.

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