

Inspection date	14 August 2017
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

- Children form a secure attachment to staff. They enter the setting very enthusiastically and settle quickly. Staff have high expectations of children and treat them with respect. Children have a very strong sense of belonging and self-worth.
- Staff effectively assess children's learning to successfully identify and address any gaps in their learning, and help them make good progress from their starting points.
- Partnerships with parents is a key strength of the setting. Very effective information sharing helps staff to meet children's needs well and support their learning at home.
- Thorough staff recruitment, induction and supervision procedures ensure staff are appropriately qualified and experienced, and their suitability is regularly reviewed.
- Managers and staff regularly extend their skills through completing relevant training and sharing good practice. This helps them to support children's learning well. For example, by teaching them how to manage their feelings and emotions effectively.
- Managers use self-evaluation well to improve practice further, taking account of the views of staff, children and parents.

It is not yet outstanding because:

- Staff occasionally take children's records off site to update them, which means they are not always readily available to help other staff support children's learning.
- There are some missed opportunities for children who prefer to learn outdoors, to practise their early reading and writing skills.

What the setting needs to do to improve further

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

- improve information sharing between staff further, in particular to identify children's next steps for learning when their key person is not present
- extend opportunities for children to become familiar with and use signs, symbols, letters and numbers in the outdoor environment.

Inspection activities

- The inspection took place following Ofsted's risk assessment process.
- The inspector viewed the premises, toys and equipment. She sampled children's assessment records, safeguarding procedures including use of mobile phones and cameras, the risk assessment process, and staff suitability checks and qualifications.
- The inspector engaged in discussion with children, managers and the staff team.
- The inspector observed interactions between staff and children.
- The inspector and registered individual discussed the childcare setting's self-evaluation.

Inspector

Jayne Pascoe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are appropriately qualified and experienced. They are very competent in meeting the individual care and learning needs of the range of children attending. The registered individual takes overall responsibility for safeguarding and staff have completed appropriate training. They demonstrate confidence in their understanding of and ability to follow the local safeguarding procedures if they have any concerns about a child. Risk assessments are thorough, effective and implemented well by staff. There are good procedures for maintaining appropriate staff to child ratios, transporting children by vehicle safely and for the responsible use of mobile phones and cameras. Children follow established procedures to keep themselves and others safe, such as practising fire drills with staff regularly. The setting establishes good partnerships with other providers to maintain continuity of care and learning for children.

Quality of teaching, learning and assessment is good

Staff know the children very well and provide enjoyable learning experiences based on their individual preferences and abilities. Children choose what they will do and staff interact successfully to support their play and learning well. For example, younger children paint their hands and make colourful patterns on paper, as staff teach them the different colours of the rainbow. Older children learn how to extend their ability to negotiate and cooperate. For example, they follow rules and take turns well during activities, such as playing board games. Children develop good skills for their future learning.

Personal development, behaviour and welfare are good

Children eagerly take responsibility for everyday tasks and staff encourage them well to do things for themselves. For example, younger children tidy away toys and older children help to prepare nutritious snacks and meals. Children learn the importance of keeping safe and healthy, and they follow very effective procedures for self-care. For example, staff change babies' nappies very regularly, and older children identify and manage their personal care independently with good staff encouragement. Staff respect and follow young children's sleep patterns. There is a comfortable, quiet area for them to rest, which staff check very regularly, in person and using a video link. Children develop a positive awareness of people's similarities and differences. For example, they explore and celebrate their own cultures and beliefs, and learn those of others.

Outcomes for children are good

Children are very confident, communicative and keen to learn. Younger children happily play alongside others, and older children initiate and maintain harmonious play with their friends. Older children are good role models for younger children, helping them to try new experiences and aspire to achieve. For example, at lunchtime, all children sit together and older children teach the youngest good table manners and show them how to use cutlery. Children are very sociable, polite, kind and extremely well behaved. They are prepared very well for their move on to other settings and school.

Setting details

Unique reference number	EY543566
Local authority	Cornwall
Inspection number	1110604
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	24
Number of children on roll	54
Name of registered person	Tarquin Michael Andrewartha
Registered person unique reference number	RP906383
Date of previous inspection	Not applicable
Telephone number	07866055401

Tarq's Ark re-registered in 2017 due to a change of premises. The childcare setting operates from the old school on Albany Place, in Falmouth, Cornwall and is open from 7am to 6pm each weekday, all year round. The setting receives funding for the provision of free early education for children aged two, three and four years. There are 15 members of staff, including three drivers and one administrator. The registered individual/manager holds an early years degree. The term-time manager holds early years professional status. There are two qualified teachers, five staff that are qualified at level 3 and two at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

