

# Noah's Ark Pre School

Luton Road, Chatham, Kent, ME4 5BT



<b>Inspection date</b>	12 October 2017
Previous inspection date	19 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The managers and staff effectively evaluate their practice together. For example, on a daily basis they discuss the day's events and reflect on how well activities motivate children to learn.
- All staff, including the managers, closely monitor children's progress. This supports them to quickly recognise any gaps in children's development. Staff provide children with good individual support to help close gaps and make good progress.
- Staff are positive role models. Children are polite and behave well. For example, children maturely follow rules and understand what is expected of them.
- Children develop a good understanding of healthy eating. For instance, they are keen to have an active role in preparing healthy snacks, such as fruit smoothies.
- There are good opportunities for children to develop their early writing skills to support their future learning. For example, they confidently 'write' down their ideas.
- Staff effectively use the local environment to extend children's learning. For instance, they regularly visit places of interest, such as the theatre.

### It is not yet outstanding because:

- Staff miss some opportunities to extend children's interest in exploring and investigating the world around them even further.
- Staff do not make the most out of the organisation of large-group activities to ensure that they consistently fully engage children of all ages in their learning experiences.

## What the setting needs to do to improve further

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

- extend children's opportunities to explore and investigate the world around them even further
- review and improve the organisation of large-group activities to make sure that children of all ages consistently remain fully engaged in their learning opportunities.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The managers closely monitor the quality of care and teaching that staff provide children. For example, staff have one-to-one meetings to discuss their performance and highlight any potential training needs. The managers and staff are keen to extend their knowledge and skills even further. They attend regular training, such as learning different ways to help children understand how to manage their emotions. Staff learn how to support children to behave appropriately, such as introducing the use of visual timers to understand turn taking further. Safeguarding is effective. All staff, including the managers, have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare, including understanding who to contact to seek advice. The managers use effective ways to ensure staff's ongoing suitability. For example, they observe them daily in practice to review their performance and share good advice to make positive changes.

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

Staff establish positive partnerships with other early years professionals. For instance, they share children's achievements with other settings they attend. This helps to ensure that staff provide them with a positive and consistent approach to their shared care and learning. Staff effectively support children to prepare for their move to school. For example, children learn more complex mathematical skills as they complete simple sums. Children develop good communication skills and are keen to express their thoughts. Staff support children's communication and language skills well, such as they consistently use sign language to give meaning to spoken words. Staff establish positive relationships with parents and keep them involved in their children's learning. For example, they regularly share ideas, such as healthy eating information.

### Personal development, behaviour and welfare are good

Children have good opportunities to challenge their physical skills. For instance, they negotiate different ways to move their bodies and make obstacle courses to climb over and balance on objects, such as tyres. Children have good opportunities to learn respect and understanding for other people's similarities and differences in the wider world. They learn about other cultural celebrations, such as exploring Henna patterns. Children freely express themselves and they engage in a wide range of creative play.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their individual starting points. Children develop good early reading skills to support their future learning. For example, they confidently recognise simple letters and words. Children develop meaningful friendships as they happily share resources. Children are kind and respectful to each other. For example, older children are considerate of ensuring the younger children understand the games they play together.

## Setting details

<b>Unique reference number</b>	103827
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1070052
<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>	50
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Noah's Ark Pre-School Committee
<b>Registered person unique reference number</b>	RP905241
<b>Date of previous inspection</b>	19 September 2014
<b>Telephone number</b>	07960444237

Noah's Ark Pre School registered in 1992. It is located in Chatham, Kent. The pre-school is open Monday, Tuesday, Wednesday and Friday from 9am to 3.30pm and Thursday from 9am until midday, term time only. The provider receives funding to provide free early education for children aged two, three and four years old. The pre-school employs 12 members of staff, nine of whom hold a relevant early years qualification at level 2 or above. This includes seven members of staff who hold a level 3 qualification and one member of staff who holds an early years qualification at level 4.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

