

Noah's Ark Childcare Centre

133 Babbacombe Road, Torquay, Devon, TQ1 3SR



Inspection date

19 October 2017

Previous inspection date

16 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders and managers do not always ensure staff carry out risk assessments to identify what hazards are present and how likely these hazards are to cause harm to children. This means measures are not put in place to minimise some potential risks.
- Staff do not ask enough questions to help the children to develop their understanding, explain their ideas and solve problems.
- Leaders do not make the most effective use of the additional funding for children aged three and four years to help those who need extra support to learn new skills and develop.
- Staff do not make best use of the time and resources, in the outdoor areas, to provide children with interesting and challenging opportunities to learn and develop.

It has the following strengths

- Staff share information with parents and carers about what their child has done and enjoyed. Staff are kind and gentle, helping children to settle and feel secure.
- Staff work in partnership with other agencies to provide additional support for children's speech and language development. As a result, these children make good progress.
- Children can independently access many good quality resources, and make choices about their play.
- The manager uses her analysis of children's progress to identify which areas of learning to focus on. As a result, there has been a recent increase in planning more mathematical activities.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

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| ■ improve assessments to ensure all reasonable steps are taken to ensure children and staff are not exposed to risks. Identify what hazards are present, how likely these hazards are to cause harm and how the risk will be removed or minimised. | 24/11/2017 |
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To further improve the quality of the early years provision the provider should:

- improve the staff's use of questioning to help the children to develop their understanding, explain their ideas and solve problems
- monitor and review the impact of the use of early years pupil premium to ensure it is targeted as soon as possible for the children who need the extra support to learn skills and develop
- improve the planning and use of resources, in the outdoor areas, to provide children with interesting and challenging opportunities to learn and develop.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting with the manager and the registered provider and discussed self-evaluation, staffing and monitoring of the educational programs.
- The inspector completed two joint observations with the manager and discussed the findings.
- The inspector spoke to parents to gain their views of the setting.
- The inspector sampled documentation, including policies and procedures, children's development records and planning records.

Inspector

Linda Williamson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know what steps to take if they have concerns about a child in their care. There are appropriate recruitment and vetting procedures to check staff suitability. Staff do not give sufficient attention to identifying possible risks of harm to children. For example, in the outdoor area staff had moved one climbing frame next to a broken display board and very close to another climbing frame. As a result, there was a potential risk of injury to a child as they played. Staff are supported to attend mandatory training, such as safeguarding, first aid and food safety. Staff have regular discussions about their roles and responsibilities. However, there is limited development opportunities to support improvement in staff's teaching skills and confidence. Though the provider has regular contact with the manager and staff team, their monitoring and evaluation of the quality of the provision is not effective. As a result, they have not identified areas where improvement is needed.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Staff support children's play however, they do not extend children's learning well enough. For example, although there is a focus on teaching mathematics, some staff do not use consistent language when talking about the comparison of size, quantities and position of objects. Most assessments of children's progress accurately record what children know and can do. They identify what each child could learn next, however this information is not used by all staff when teaching the children. As a result, not all staff ask suitable questions to allow children to be able to show what they know, can do and understand. Young children and babies are supported well. They enjoy playing, and learn to explore with different materials such as sand, paint and playdough. Parents value the support they receive from staff.

Personal development, behaviour and welfare require improvement

There is a good range of nutritious snacks and midday meals for children. They are confident to serve themselves and pour their own drinks. Children's behaviour is not managed consistently. Occasionally, poor behaviour leads to disruptions to children's learning and sometimes puts the child involved and others at risk. For example, some children dominate the use of balance bikes and do not follow instructions about how to ride safely. Staff do not always follow the setting's procedures, which includes the use of a sand timer as a visual aid, to help children learn to share popular toys. Children are eager to help to tidy away toys and resources. They show pleasure when their efforts are praised and rewarded.

Outcomes for children require improvement

Children form good relationships with their friends. They are encouraged to show kindness to others. Most children respond well to instructions from staff when it is time for a change to the routine. Children learn some skills that help them to prepare for school, such as how to put on their shoes before they go outside.

Setting details

Unique reference number	EY272287
Local authority	Torbay
Inspection number	1115206
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	49
Number of children on roll	55
Name of registered person	Noah's Ark Childcare Centres Ltd
Registered person unique reference number	RP905381
Date of previous inspection	16 June 2014
Telephone number	01803 311442

Noah's Ark Childcare Centre registered in 2003. It is one of the eight privately owned nurseries and is situated in Babbacombe, Torquay. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 8:00am to 6:00pm Monday to Friday all year round. The nursery receives funding for the provision of free early education for children aged two, three and four-years. The nursery employs nine members of staff to work directly with the children, of these eight hold relevant childcare qualifications.

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.

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