

# Noah's Ark Pre school (Billericay)

Mill Hill Drive, Billericay, Essex, CM12 0LS



## Inspection date

20 April 2018

Previous inspection date

4 December 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- There are significant safeguarding risks to children. Staff have an insecure knowledge and understanding of the setting's safeguarding policies and procedures and are not confident of the actions to take if they are concerned about a child. The management team does not ensure the ongoing suitability of staff effectively.
- Staff do not maintain the environment, and routines are not planned sufficiently well, to ensure that children can begin to understand how to keep themselves safe.
- The manager does not support staff to improve the quality of teaching, to help them to meet children's individual needs.
- Most staff do not maximise learning opportunities for children. They do not make precise assessments of children's development, plan appropriately challenging activities or extend all children's learning. Children do not make sufficient progress.
- Group times are not organised well enough to engage children and to meet their individual needs according to their age and understanding.

### It has the following strengths

- Parents are complimentary about the pre-school and say their children are happy and settled. They are provided with a range of information about the pre-school and form good relationships with their child's key person.
- Children who have special educational needs and/or disabilities are supported and helped to feel secure. Staff work closely with other professionals.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure all staff understand and implement the safeguarding policy and procedures so that they know how to identify possible signs that a child may be at risk of harm and the actions to take to report concerns	11/05/2018
■ implement effective procedures for checking staff's ongoing suitability, particularly in relation to when a person is disqualified from working with children	11/05/2018
■ provide a safe and risk-free environment that supports children's well-being and helps them learn how to keep themselves safe.	23/05/2018
■ provide appropriate supervision, coaching and training that improve staff's skills and knowledge, and their ability to meet children's individual needs	23/05/2018
■ ensure that staff make precise assessments of children's development and use this information to identify relevant next steps and plan suitably challenging activities that meet children's individual needs.	23/05/2018

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

- improve the organisation of group activities to meet the needs of individual children.

### Inspection activities

- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions during activities indoors and outdoors.
- The inspector sampled a range of documentation, including learning records.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to parents and took account of their views of the pre-school.

**Inspector**  
Fiona Sapler

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The management team has not implemented appropriate procedures to check staff's ongoing suitability and are unfamiliar with the disqualification by association requirements. Despite undergoing training, staff and management do not have a secure understanding of the policies and procedures to follow if they have a concern about a child in their care. These issues significantly impact on children's safety. The manager is unable to identify poor quality of teaching, and staff do not have opportunities to progress in their professional development in this area of provision. Group times are insufficiently risk assessed. For example, adequate space is not provided for some physical indoor activities to ensure children can participate safely.

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

Staff do not make precise assessments of what individual children can do. Staff praise children on their achievements, although, they miss many opportunities to challenge and extend children's learning. For example, staff provide answers to questions without giving children enough time to respond. When children enjoy exploring the properties of sand and water, staff do not use this opportunity to build on the children's curiosity and interest. Staff do not cater for children's individual needs, and their differing stages of development at large group times. Some children lose interest and become restless. Staff do not provide sufficient opportunities for children to be listened to or support children's communication and language development effectively. Noise levels are very high throughout the session, making it difficult for meaningful conversations to take place. Staff gather information from parents about children's care needs when they first start, and parents contribute to their children's next steps in learning.

### Personal development, behaviour and welfare are inadequate

Significant weaknesses in the leadership and management of the setting mean that children's welfare is not consistently promoted. Staff do not encourage children to look after their environment. They do not ensure that children are able to move safely from one activity to another. Children have good relationships with staff and are confident to make choices about what they play with. They have opportunities to practise their self-help skills. For example, at snack time children pour their own drinks and help to serve their friends. Children spend a lot of time outdoors where they receive fresh air and have access to equipment for physical exercise. Activities and resources do not help to support children's understanding of the wider community.

### Outcomes for children are inadequate

Children, including those who speak English as an additional language do not make sufficient progress and are not challenged effectively in their learning. Some children, such as those who have special educational needs and/or disabilities, receive support to help them feel secure to move on to their next stage of education. Some children develop skills that help them to become independent.

## Setting details

<b>Unique reference number</b>	EY219490
<b>Local authority</b>	Essex
<b>Inspection number</b>	1103951
<b>Type of provision</b>	Sessional 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>	21
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Noah's Ark Pre-School (Billericay) Committee
<b>Registered person unique reference number</b>	RP520301
<b>Date of previous inspection</b>	4 December 2014
<b>Telephone number</b>	01277 637433

Noah's Ark Pre School registered in 2003. The pre-school opens Monday to Friday from 9am until midday and from 12.30pm until 3.30pm, during school term time only. The pre-school also operates a breakfast and lunch club. The pre-school provides funded early education for three- and four-year-old children. The pre-school employs seven members of childcare staff, including the manager. Of these, six hold appropriate early years qualifications, one at level 4, one at level 3 and four at level 2. The pre-school supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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