

# Noahs Ark Pre School

Robertson Barracks, Swanton Morley, Dereham, Norfolk NR20 4TX



<b>Inspection date</b>	8 January 2019
Previous inspection date	28 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Staff do not meet all of the needs of children under the age of two years. Younger children are frequently overwhelmed by the size of the room that they share with older children. Some younger children do not settle quickly and remain upset throughout the session.
- Staff do not teach effectively to support the learning and development experiences offered to children. They do not adapt activities to ensure that older children are offered sufficient challenge. As a result, children do not make the best progress that they can.
- Staff do not have opportunities for regular supervision to monitor their practice or support their professional development. Any issues of underperformance are not tackled effectively to improve staff practice and promote the best outcomes for children.

### It has the following strengths

- The manager is new to the post and has only been in the setting for two days. She is already fully aware of what she needs to do to improve the quality of the provision. She has a comprehensive action plan in place to bring about improvement to the quality of the provision.
- Management has taken positive steps to ensure that staff understand their responsibilities regarding child protection. Staff have all received training to ensure that they have a good awareness of the indicators of abuse and know how to report concerns.
- Parents are happy with the service provided. They state that they appreciate the good levels of communication and are kept fully informed about their children's day and learning.

## What the setting needs to do to improve further

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

	Due date
ensure that premises and equipment are organised to meet the needs of all children. This particularly refers to children under the age of two years	31/01/2019
improve staff skills and teaching to ensure that children receive consistently good-quality learning and development experiences that meet their individual learning needs	30/03/2019
implement a system of regular supervision for the manager and staff to support and monitor their performance and improve their practice.	31/01/2019

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to parents during the inspection.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is inadequate

The manager has identified a programme of supervision for staff. Although staff have relevant early years qualifications, they have not had the opportunity to formally discuss these with management as part of developing their performance and training needs. Despite this, the manager is committed to the development of the provision to ensure that children are provided with good-quality care and learning experiences. Safeguarding is effective. Recruitment and selection processes are robust to ensure that those working with children are suitable to do so. There is an effective policy in place for the use of mobile phones and cameras in the setting. Staff follow this policy, helping to protect children's welfare.

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

Although staff know where children are in their learning, and what they need to do to promote each child's continuing progress, the quality of teaching is often poor. Staff do not support children's progress across the areas of learning well enough. For example, staff do not adapt activities to enable children to participate at their own level. When children play in the sand, staff do not build on what children already know or challenge the learning of older children. Older children do the same activity as the under two-year-olds. Routine group activities are not organised well. Children are not effectively encouraged to participate, listen or concentrate. Older children are distracted by the younger ones, who quickly lose interest and wander around. Children do enjoy the interesting and varied range of toys and resources available to them. They develop their physical skills in the garden.

### Personal development, behaviour and welfare are inadequate

All ages of children are cared for in one large room. Some younger children struggle to settle and do not feel secure. Some children remain upset for the whole session. Despite this, staff do show genuine care and concern for the children and readily comfort them when they are upset. Children develop close emotional bonds to their key person and other staff. Each child has a named person to take responsibility for ensuring that their care and learning needs are met. Key persons build friendly and trusting relationships with parents and children. Parents report that they appreciate the support they are given with child-rearing practices, such as potty training. Children play well together. They initiate interactions with each other and learn to follow the consistent ground rules.

### Outcomes for children are inadequate

The inconsistent quality of teaching does not ensure that children are prepared well for the next stage in their learning, such as starting school. However, children do develop self-care skills. For example, they manage their own personal hygiene relevant to their age and stage of development. Children learn to put on their own coat before going outdoors to play.

## Setting details

<b>Unique reference number</b>	EY220790
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10069610
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	54
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Noah's Ark Pre School (Swanton Morley) Committee
<b>Registered person unique reference number</b>	RP908445
<b>Date of previous inspection</b>	28 November 2014
<b>Telephone number</b>	01362 627975

Noahs Ark Pre School registered in 2002. It operates from a self-contained area in the community centre at Robertson Barracks, Swanton Morley. It serves both the military and the local civilian community. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The pre-school currently opens from Monday to Wednesday during school term time. Sessions are from 9am to 3pm on Monday and Wednesday and from 9am to midday on Tuesday.

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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