

# Noahs Ark Day Nursery

Shephall View, Stevenage, Hertfordshire SG1 1RR



<b>Inspection date</b>	29 January 2019
Previous inspection date	11 April 2016

<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

- Children are not adequately protected. The providers do not ensure that risk assessment is effective across all areas of the nursery. Staff do not have a clear understanding of their roles and responsibilities to promote the safety and welfare of children. In addition, children's hours of attendance are not always recorded.
- Children's well-being is compromised. This is because specific prior written consent is not gained from parents to administer non-prescribed products, such as teething gel and medicated creams.
- The providers do not ensure that staff implement consistent behaviour management strategies, and children are poorly supervised. Staff do not support young children to understand the consequences of their actions on others or to behave in positive ways.
- The providers do not identify staff training needs, or ensure that staff undertake effective professional development to improve their knowledge and understanding of legal requirements. This has led to a serious decline in staff practice.
- The providers do not ensure that staff frequently assess children's level of development from the start or on an ongoing basis. Therefore, they are not able to accurately plan specifically for each child's next steps in learning. High noise levels mean that some children struggle to concentrate or participate in activities. Key persons do not give parents accurate information about their children's development.
- Staff do not provide children with a wide range of exciting toys or activities that they can access easily or that capture their interests, in order to meet their learning and development needs. Children are frequently bored and disengaged.

### It has the following strengths

- The well-resourced outdoor play area is used by children of all ages each day. Babies have access to age-appropriate outdoor play equipment. Toddlers and older children work out how to position themselves to go down a slide and use their legs to propel wheeled toys along.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
take all reasonable steps to identify and minimise hazards so that children are not exposed to unnecessary risks; this is with specific regard to ensuring that equipment for babies is used according to manufacturer's safety guidance and making sure that sleeping areas are arranged safely	18/02/2019
ensure that staff are deployed to supervise children adequately so that children are always within sight or hearing of staff to ensure their safety	18/02/2019
train staff to understand and implement the safeguarding policy and procedures effectively; this is with regard to ensuring children are protected from unvetted persons	18/02/2019
maintain a daily record of the names of the children being cared for on the premises and their hours of attendance	18/02/2019
ensure that prior written consent to administer each and every medication is obtained from parents	18/02/2019
ensure that children's behaviour is appropriately managed to prevent them from behaving in unsafe ways, to help them to learn what is and is not acceptable, and to understand the consequences of their actions on others	18/02/2019
put appropriate arrangements in place for the supervision of staff, to identify ongoing training needs of individuals, to ensure staff understand their roles and responsibilities, and to tackle any underperformance promptly	25/02/2019
ensure that key persons work in partnership with parents to exchange information about children's development and promote a settled relationship between parents and the nursery.	25/02/2019

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

	Due date
ensure that assessments of all children's progress are frequently undertaken, and the information is used to accurately identify and plan for each child's specific next steps in learning	25/02/2019

ensure that the environment and resources are organised to meet children's learning needs, and minimise distractions to ensure that children are able to concentrate	25/02/2019
provide a programme of suitably challenging activities and experiences that capture children's interests and support their learning so that they make good progress	25/02/2019
seek information from parents about what their children already know and can do on entry, and complete initial observations to plan a challenging and enjoyable learning experience for each child from the start.	25/02/2019

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed two joint evaluations of activities with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.
- This inspection took place following the receipt of information that raised concern that the provider was not meeting the requirements of the 'Statutory framework for the early years foundation stage' and the Childcare Register.

### **Inspector**

Ann Cozzi

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Children's safety is compromised. The providers' failure to identify, remove and minimise potential hazards to children results in risk assessments that do not successfully protect children. In addition, safeguarding training for staff is ineffective. While staff know how to identify concerns about children and how to refer these concerns, unvetted parents and carers are permitted unsupervised access to children who are using the toilet. Staff deployment is poor. Staff in the older children's room do not always pay attention to children's whereabouts. As a result, they do not always notice when children move out of sight and display unwanted behaviour. Some children hit others and repeatedly throw large toys that narrowly miss children walking past. Staff show a poor understanding of their roles and responsibilities to protect children's safety. Staff place children at risk when they fail to follow the manufacturer's instructions detailed on a baby chair. For example, they leave mobile babies unattended in this chair. Staff regularly leave babies unattended in the sleep room. Cots are placed end to end enabling these very young children to reach each other while unsupervised in the sleep room. Records of children's attendance are not consistently completed by staff. Therefore, they are not able to appropriately monitor children's patterns of attendance or be aware of who is present in the event of an emergency. Prior written permission is not obtained from parents for all medication administered to children. This does not protect their safety and well-being. The arrangements for staff supervision are ineffective. The providers have failed to identify weaknesses in staff's practice. Therefore, no action has been taken to tackle underperformance. This has a significant impact on children's safety and progress. However, some staff have completed paediatric first-aid training. This ensures that they are able to provide appropriate care in the event of an accident. Self-evaluation is extremely poor and demonstrates that the providers have not placed sufficient importance on identifying and improving the service they provide for families.

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

Staff do not carry out observations and assessments of children's abilities from the start. In addition, they do not frequently assess their observations to determine children's next steps in learning. This has a negative impact on staff's ability to use what children know and can do to accurately plan for their needs. Consequently, information provided to parents about children's progress is often inaccurate. This impairs their ability to support their child's learning at home effectively. Children are not challenged and supported effectively to help them make sufficient progress in learning. They are constantly distracted by the high noise levels throughout the nursery. The chaotic environment in the older children's room and the poor organisation of the baby room have an adverse impact on children's engagement. Many planned activities in the baby room mean that very young children are expected to sit for long periods. This is beyond their current level of ability. Children often either crawl or wander around with very little purpose, looking for a member of staff or something to do. This severely limits their ability to make independent choices and decisions. It also prevents children from being able to progress and extend their own ideas and follow their interests.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean that children's welfare is not assured. In addition, the providers do not ensure that all staff address or challenge children's unwanted behaviour effectively. Therefore, children's well-being and safety are compromised. However, children form bonds with staff, which helps to support their emotional well-being. Poor assessment and planning mean that children's independence is not promoted in line with their stage of development. For example, staff do not encourage young children to clean their own hands, and older children are not challenged to learn how to serve their own food. Children's health is promoted through a balanced range of meals and snacks, including fresh fruit and vegetables.

### **Outcomes for children are inadequate**

Weaknesses in teaching mean that children's individual learning needs are not being met. Children are not making sufficient progress in gaining the key skills needed for their next stage of learning or their eventual move on to school. Older children are provided with some interesting activities. However, their learning is not adequately supported because they quickly become distracted by the high noise levels and disruptive behaviour of others. Young children's independent learning is curtailed by staff's structured approach and emphasis on adult-led teaching.

## Setting details

<b>Unique reference number</b>	EY269854
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10092781
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Noahs Ark Nursery Limited
<b>Registered person unique reference number</b>	RP521669
<b>Date of previous inspection</b>	11 April 2016
<b>Telephone number</b>	01438 749090

Noahs Ark Day Nursery registered in 2003. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday during term time. A variety of sessions are offered from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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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Piccadilly Gate  
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