

# The Ark Association Ltd

## (2)

Oakham C of E Primary School, Burley Road, OAKHAM, Rutland LE15 6GY



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 12 February 2019 |
| Previous inspection date | 16 October 2015  |

| <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 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 manager and staff reflect on the quality of the provision. They gather feedback from parents and value their comments. Staff make changes to how they plan activities, enabling children to follow their interests more effectively.
- Staff provide small-group activities that help children to develop their speaking skills. This is particularly effective for children who speak English as an additional language. Children make good progress in their communication and language development.
- Children demonstrate good physical skills. For example, they chase each other and ride on toys and scooters in the garden. Children experiment with different ways of moving and are at expected levels of development for their age.
- Staff provide children with opportunities to learn about similarities and differences. Older children develop their understanding of their own and others' cultures and traditions.
- The well-qualified management team supports staff well. Staff attend supervision meetings to reflect on their practice. The training they receive has a positive impact on their understanding of how to challenge older children when they take them for visits to woodland. For example, they provide opportunities for children to build dens and to use clay to make faces on trees.
- The manager does not identify where there are groups of children needing additional support in their learning.
- Staff do not ensure that all parents, including those who are hard to reach, are encouraged to be involved in children's learning in the nursery and at home.

## What the setting needs to do to improve further

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

- monitor the progress made by groups of children to help identify if there are any areas of learning where they need additional support
- provide more opportunities for all parents to be involved in their children's learning in the nursery and at home.

### 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 and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

**Inspector**  
Hayley Ruane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that her staff have a good understanding of the signs of abuse. They know where to report concerns about children's well-being. Staff complete safety checks of the environment and remove any identified hazards. Recruitment procedures are robust. The manager checks staff's ongoing suitability to work with children. This ensures that children's safety and welfare are promoted well. The manager invites school teachers to visit children in the nursery before they start school. This enables staff to share detailed information about children's learning, particularly for children with special educational needs and/or disabilities. This helps to promote consistency in their learning.

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

Staff use observations effectively to identify children's abilities and to plan for what they need to learn next. They ask children to notice the differences when a boiled egg and fresh egg are dropped from height. Children talk about what they see and anticipate what might happen next. Staff help older children to develop their understanding of mathematics and provide them with tools to measure. For example, children use spirit levels to help them decide when a box is level, developing their understanding of shape and measure. Staff promote children's literacy skills well. They show younger children how to make marks when they use chalk on the ground outside. Consequently, children start to develop their early writing skills. Staff ask children a good range of questions. This encourages them to take turns in conversations. Children demonstrate good listening skills. Staff encourage older children to learn new skills. They show them how to hold and cut using scissors. Children develop their confidence when they cut paper.

### Personal development, behaviour and welfare are good

Staff provide opportunities for children to learn about a healthy lifestyle. They talk to children about the healthy food they eat and offer them opportunities to try foods from around the world. Children develop their own likes and dislikes. Staff talk to older children about the effects of exercise on their bodies. They help children to develop their knowledge and understanding of how they can keep themselves safe when they use tools. Staff explain to children the importance of wearing safety equipment. When children use a saw to cut wood, they tell staff that they wear gloves 'because it is sharp'. Children manage risks in their play. They develop good relationships with staff and demonstrate that they are emotionally secure. Children behave well.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. Younger children develop good mathematical skills. Children complete puzzles and think about how to fix pieces together. Children develop skills in readiness for their move on to school. For example, they demonstrate good self-help skills, such as dressing and undressing. Children are independent.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY439865  |
| <b>Local authority</b>                           | Rutland Council   |
| <b>Inspection number</b>                         | 10071877  |
| <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>                    | 40  |
| <b>Number of children on roll</b>                | 41  |
| <b>Name of registered person</b>                 | The Ark Association   |
| <b>Registered person unique reference number</b> | RP531262  |
| <b>Date of previous inspection</b>               | 16 October 2015   |
| <b>Telephone number</b>                          | 01572770121   |

The Ark Association Ltd (2) registered in 2011. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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