

Noahs Ark Nursery and Out of school Care



Newport Infant School, Granville Avenue, Newport, Shropshire TF10 7DX

Inspection date	19 March 2019
Previous inspection date	21 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The monitoring systems and programme for staff's professional development are not focused sharply enough on raising the overall quality of teaching and experiences for children to a consistently good standard.
- Staff do not consistently use information from the assessments of children's progress well enough to understand children's level of achievement and consistently provide appropriately challenging activities.
- The quality of teaching and deployment of staff is not consistently good. Staff do not provide enough enjoyable and challenging activities to promote children's learning in their mathematics and literacy development.
- Self-evaluation is not rigorous enough to drive improvement and help improve outcomes for children.

It has the following strengths

- Staff closely monitor children with special educational needs and/or disabilities and provide one-to-one attention, when necessary, to help close gaps in their learning.
- Promoting children's health and emotional well-being is prioritised well. Staff know their individual children's care needs and take the time to help them settle.
- Staff build close relationships with parents. They know about children's home circumstances and offer good emotional support and guidance to parents when they need it most.
- Staff provide a varied range of physical play opportunities for children of all ages.

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
improve the systems in place for staff supervision and coaching, to help raise the overall quality of teaching and experiences for children to a consistently good standard	03/05/2019
improve the use of the information gained from assessing children's progress, to help staff understand children's level of development and help provide challenging activities that support children to make good progress	03/05/2019
improve the quality and the range of activities on offer to extend children's learning in mathematics and literacy.	03/05/2019

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

- review the deployment of staff so they can more effectively promote children's good levels of engagement in activities
- strengthen the role of the committee in working with the manager, to help identify weaknesses in practice and improve outcomes for children.

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 manager.
- The inspector held a meeting with the manager and a committee member. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Parm Sansoyer

Inspection findings

Effectiveness of leadership and management requires improvement

There is a new manager in place since the last inspection. She does not use robust systems to monitor the quality of teaching and the impact of individual staff's practice often enough. Consequently, the quality of teaching is not consistently good across the nursery. The committee and manager do not work closely enough to help identify weaknesses in practice. Therefore, self-evaluation lacks rigour in identifying all areas for improvement. Safeguarding is effective. All staff have a strong knowledge of child protection and wider safeguarding issues and know the procedure to follow if they have a concern about a child. Robust recruitment, vetting and induction systems help to ensure staff are suitable to work with children. Overall, parents report good levels of satisfaction and appreciate the advice and support they receive on issues, such as behaviour management.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff regularly observe children and identify their interests and next steps in learning. However, staff do not consistently use this information precisely enough when planning activities and, on occasions, activities lack purpose and challenge. Staff deployment is not always effective enough to support all children's good levels of engagement in activities. For example, during the periods when children move freely between the indoor and outdoor areas. Overall, staff show enthusiasm when playing with children. When teaching is good staff have a clear learning intention and children show sustained levels of interest. For example, staff help children to use fishing nets to collect insects from the pond and encourage them to identify what they see and promote their language well.

Personal development, behaviour and welfare require improvement

Due to weaknesses in planning, not all children consistently benefit from challenging activities that capture their imagination and curiosity. That said, staff share regular information about children's care and develop positive relationships with them and their parents. Staff teach children to keep safe and respect the environment and each other. For example, children learn about the needs of others in the group and enjoy helping tidy up at the end of the session. Children's health is promoted well. For example, staff provide ample opportunities for children to be physically active and encourage them to eat plenty of fresh fruits and vegetables and limit sugar in their diet.

Outcomes for children require improvement

Children do not make consistently good levels of progress from their starting points, particularly in their mathematics and literacy development, in preparation for school. Children who speak English as an additional language and those receiving additional funding make steady progress. Children gain confidence and increase their independence as they choose what to do. They enjoy using their senses to discover as they make pretend potions with water, cereals, shredded paper and feathers. They happily take part in morning registration and the most able children are keen to talk about their experiences and interests.

Setting details

Unique reference number	208238
Local authority	Telford & Wrekin
Inspection number	10072543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	82
Number of children on roll	142
Name of registered person	Noah's Ark Nursery and Out Of School Care
Registered person unique reference number	RP522887
Date of previous inspection	21 April 2016
Telephone number	01952 825 066

Noah's Ark Nursery and Out of school Care registered in 2000. It is situated in the grounds of Newport Infant School in Newport, Shropshire. The nursery opens Monday to Friday, term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 25 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one holds a qualification at level 5, one holds a qualification at level 4, 11 hold a qualification at level 3, five hold a qualification at level 2 and five are unqualified.

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