

# The Ark Preschool

St Augustines Church Centre, Lychgate Park, Locking, Weston Super Mare, North Somerset BS24 8DA



<b>Inspection date</b>	30 April 2019
Previous inspection date	10 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The committee does not understand the Ofsted suitability check process. It has not provided Ofsted with the necessary information to carry out checks to determine the suitability of all committee members.
- Staff do not consistently make the most of opportunities for children to develop and extend their number and counting skills.
- Staff do not consistently organise the day to meet the needs of all children, particularly when there is a change in routine.

### It has the following strengths

- The manager monitors children's progress effectively. This helps ensure that groups of children who have specific needs are targeted and receive the appropriate interventions so that they receive the support they need.
- Children have continuous daily opportunities for outdoor play and learning. Staff skilfully provide an outdoor curriculum that encourages children to take risks and explore the natural world. This supports children's understanding of the importance of an active lifestyle.
- Staff work effectively with parents and specialist professionals to support children to develop further. This helps staff to use particular teaching techniques and strategies to encourage children's learning. The manager uses additional funding well to help narrow gaps in children's outcomes.

## 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 the committee understands the suitability checking process and that systems are in place for it to provide Ofsted with information to carry out suitability checks for all committee members.	17/05/2019

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

- extend opportunities for children to use and develop their number and counting skills
- review the organisation of daily routines to meet all children's needs.

### Inspection activities

- The inspector observed staff and children playing inside and outside.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation, including children's learning records, qualification certificates and suitability checks for committee members.
- The inspector spoke to some parents to gain their views on the day of the inspection.

### Inspector

Katherine Lamb

## Inspection findings

### Effectiveness of leadership and management requires improvement

The committee members have not had their suitability checked because the relevant documentation has not been sent to Ofsted in a timely manner. However, this does not have a significant impact on children's well-being or safety because at present the committee members are not involved in staff recruitment and they do not have unsupervised access to children. Arrangements for safeguarding are effective. The manager and staff have a strong knowledge of safeguarding policies and procedures, to ensure they protect children's welfare. They know the action they must take if they have a concern about a child. Staff reflect with the manager, and attend regular training and implement new ideas to further support children's learning. For example, they have introduced sign language to support all children's communication. Staff have adapted activities to include the different interests of boys and girls. For example, they provide learning through more physical activities for boys and through role play for girls.

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

Staff gather information from parents about what children already know and can do when they first start. Staff carry out regular observations and assessments and know the children well. They use this information to plan for children's next steps in learning. Children hold conversations with staff and talk confidently about their play. Staff share books with children and repeat words to help them become familiar with different sounds and recognise letters and words. Older children use their imagination well to create people from junk modelling. They talk about what facial features they will need to add. Younger children learn different colours as they draw pictures of a rainbow. Staff support children with special educational needs and/or disabilities (SEND) well. They work with other professionals and parents to support their individual needs.

### Personal development, behaviour and welfare are good

Staff help children develop good levels of independence. Children learn to manage their personal needs confidently and eagerly help with everyday tasks, including setting the table at snack time and clearing plates away. They learn about making healthy choices as they help staff to decide what items should be on the shopping list. Children are excited to visit their allotment each day, where they water their plants and pick fruit and vegetables to have as part of their snack. Children are happy and settled, and enjoy their time at the pre-school. Staff encourage the development of positive behaviour, and they praise and encourage children to help build their self-esteem and confidence. Children benefit from regular physical activity outside using a range of physical equipment.

### Outcomes for children are good

Children are well prepared for their next stage in learning and their move on to school, including those with SEND. Children are keen to explore and investigate, and are motivated to learn. They use their good language skills to compare a snail they find in the garden to one they have at pre-school. They discuss what food they both might like to eat and what they can do to look after the snail. Children learn to recognise their names and use pictures they have made to tell stories.

## Setting details

<b>Unique reference number</b>	EY458572
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10075377
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	The Ark Preschool Committee
<b>Registered person unique reference number</b>	RP532329
<b>Date of previous inspection</b>	10 March 2016
<b>Telephone number</b>	01934 824353

The Ark Preschool registered in 2013. It operates from St Augustine's Church Centre, Locking, Weston-super-Mare, Somerset. The pre-school is open on Monday, Tuesday, Thursday and Friday from 8.30am until 3.30pm, and on Wednesday from 8.30am to 12.30pm. There are four members of staff who work with the children, three of whom hold early years qualifications at level 3 and one holds a qualification at level 7.

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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