

Noah's Ark Community Preschool



St. Andrews Church, 153 Colworth Road, London E11 1JD

Inspection date	22 March 2019
Previous inspection date	25 November 2015

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		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Supervision meetings do not focus enough on helping practitioners to improve their knowledge and skills and raise the quality of teaching to a consistently good standard.
- Staff do not always use information from their observations and assessments of children well enough to help monitor the progress children make and to plan precisely for their next steps in learning and development.
- Self-evaluation is not thorough enough in reviewing the quality of practice and identifying areas for continuous improvement.

It has the following strengths

- Staff are caring and kind, and the children form strong bonds with all members of the team. They are happy and enthusiastic learners who settle readily.
- Staff build positive relationships with parents and other professionals in order to meet children's care needs and to support their learning.
- Some aspects of teaching are good. Practitioners encourage children to be independent and they are given opportunities to develop their self-esteem and confidence.

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 supervision and mentoring of staff to focus more precisely on raising the quality of teaching to a consistently good level	30/04/2019
ensure information from observations and assessments of children's learning is used more accurately to monitor each child's ongoing levels of achievement and to plan challenging learning experiences to support children to make good progress.	30/04/2019

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

- develop procedures used for self-evaluation, to identify weaknesses accurately and target areas for improvement.

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 carried out two joint observations with the provider.
- The inspector held a meeting with the provider and spoke to staff and children.
- The inspector looked at relevant documentation, including evidence of suitability and qualifications of staff, children's developmental records, policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of leadership and management requires improvement

The provider/manager and staff are committed to their ongoing professional development. For example, staff have recently taken part in autistic spectrum disorder training and discussed what they had learned during team meetings. However, the provider does not make best use of supervision meetings with staff to help them to raise the quality of teaching to a consistently good level. The provider has procedures in place for self-evaluation, but these have not identified aspects of practice that need improving. Safeguarding is effective. Staff have a good understanding of the signs and symptoms of abuse and know how to report concerns. Staff carry out risk assessments indoors and outdoors and remove or control hazards. Partnerships with parents are strong and children with additional educational and health requirements are well cared for. Practitioners introduce strategies to help these children to manage routines and make steady progress.

Quality of teaching, learning and assessment requires improvement

Staff know children well and they observe children as they play. However, information gathered from observation is not used effectively to plan activities that offer appropriate challenge based on what children need to learn next. For example, although activities are set out for children, staff do not always focus on what children are expected to gain from these. This results in missed opportunities to extend and challenge children's individual learning. Children's physical development is supported well. For instance, they make use of walkers and steps leading to the soft-play ball pit to help them develop their ability to balance.

Personal development, behaviour and welfare are good

Staff help to raise children's self-esteem and confidence. For example, they praise children and celebrate their achievements. Staff are extremely nurturing towards the children, offering them a great deal of affection and care. Children regularly lean in for a cuddle, which staff are always ready to give. Children have a wide range of opportunities to develop their understanding of the natural environment and local communities. For instance, children regularly visit the neighbouring forest and local places of interest. Children form good relationships with each other and behave well. They learn to share, take turns and play cooperatively. Staff support children to be healthy. They provide healthy snacks and promote good personal hygiene.

Outcomes for children require improvement

Children's personal, social and emotional development are promoted well. They are encouraged to be independent and to value each other's differences. They gain a positive awareness of themselves and others. Children, including those with special educational needs and/or disabilities (SEND), learn some of the skills they need to prepare them for the next stage in their education. However, weaknesses in the planning and assessment mean that staff do not target teaching, and children do not always make the progress of which they are capable. Children are confident to share their thoughts and enjoy practising their early writing skills. For instance, they enjoy making marks with paper and paint.

Setting details

Unique reference number	EY471015
Local authority	London Borough of Waltham Forest
Inspection number	10060955
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	60
Number of children on roll	16
Name of registered person	Noah's Ark Community Preschool Ltd.
Registered person unique reference number	RP907733
Date of previous inspection	25 November 2015
Telephone number	0208 558 1777

Noah's Ark Community Preschool registered in 2013. Hours of operation are between 8am and 1pm on a Monday and Friday and 8am until 4pm on the remaining days. The pre-school is open during school terms only. The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications at level 2 and above. One staff member holds qualified teacher status. The nursery 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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