

# Noah's Ark Pre-school

Cookham Dean Village Hall, Cookham, Maidenhead SL6 9PD



<b>Inspection date</b>	10 June 2019
Previous inspection date	15 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Staff are kind and caring and know the children and their families well. They offer children encouragement and praise to support their confidence and emotional well-being.
- Children enjoy the time they spend at the pre-school and develop skills that will help them in the future. For example, they understand how to keep themselves safe and enjoy the many opportunities to use their physical skills inside and outdoors.
- The experienced staff work well together and attend regular training which helps to enhance their knowledge and skills.
- Children understand the importance of leading a healthy lifestyle, including the need to follow good hygiene practises, and make healthy food choices.
- The supervisor is passionate and dedicated in her role. She takes great care to ensure that children are kept safe and happy in the well-resourced environment.
- The supervisor monitors children's outcomes regularly. She shares her findings with parents and other settings that children attend, so that there is a shared approach to children's learning.
- Children make good progress from their starting points. However, staff do not use the information gathered through assessments as well as they could, to precisely plan for children's next steps across all areas of development.
- Staff do not consistently make the most of opportunities to extend children's language by using skilful questions that make them think.
- At times, staff do things for children that they could easily do for themselves.

## What the setting needs to do to improve further

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

- enhance the assessments of children's learning to help identify less obvious gaps in their development and more accurately plan for their next steps
- strengthen the use of skilful questioning to extend and challenge children's language development to the highest level
- allow children opportunities to further develop their independence and ability to manage appropriate tasks for themselves.

### Inspection activities

- The inspector asked the supervisor and staff questions throughout the inspection, to establish their understanding of how to safeguard children and how they monitor children's learning and development.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed relevant documentation, including evidence of staff qualifications, paediatric first-aid training and public liability insurance.
- The inspector completed an observation of an activity with the supervisor and discussed the self-evaluation process.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The supervisor ensures that staff attend regular training so that they have a secure understanding of the procedures to follow if they have concerns about a child's welfare. Recruitment, vetting and induction procedures are robust and implemented consistently to ensure staff working with children are suitable. Supervisors use self-evaluation effectively to improve practice further. For example, since the last inspection they have improved the way they gather information from parents about children's care needs. This enables them to get to know the children and help them to settle quickly. There are good links with other settings that children attend. They regularly share information and work well together to meet children's care and learning needs successfully.

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

Staff demonstrate a good understanding of how children learn and develop. They regularly observe and assess children's learning. Staff use the information gathered to quickly identify any gaps in children's development and plan for additional support if needed. They use children's interests to develop their mathematical skills. For example, when children show an interest in shapes, staff explain to them the difference between two-dimensional and three-dimensional shapes, such as the difference between a circle and a sphere. Children are supported well to help them develop good physical skills. For example, staff provide them with plastic sewing needles and wool and they carefully create patterns by threading the wool through the holes. Children also benefit from dancing games and confidently move their bodies in different ways.

### Personal development, behaviour and welfare are good

Children are happy. They enthusiastically make choices in their learning, settle quickly into their play and concentrate well on their self-chosen activities. They behave well and show good levels of respect and tolerance for others. Staff are good role models and provide children with clear guidance on what is expected. For example, being kind to others, listening and using good manners. There is an abundance of opportunities for children to learn about the world in which they live. For instance, they regularly go on outings to orchards and the local farm to help them gain an understanding of where their food comes from.

### Outcomes for children are good

Children successfully develop the skills they will need for their future learning, including school. For instance, they recognise and write their names, identify letters and their sounds and enjoy listening to stories. Children are confident to speak in small groups and listen to others. They are sociable and develop positive relationships with their friends, for example as they act out familiar role-play scenarios based on their own experiences.

## Setting details

<b>Unique reference number</b>	108444
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10082491
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Noah's Ark Pre-School Committee
<b>Registered person unique reference number</b>	RP522669
<b>Date of previous inspection</b>	15 October 2018
<b>Telephone number</b>	01628 485708

Noah's Ark Pre-school opened in 1975 and is run by a parent committee. It operates from Cookham Dean Village Hall, near Maidenhead, Berkshire. The pre-school is open Monday to Friday from 9am to 1pm, during term time only. It receives funding for the provision of free early education to children aged three and four years. The pre-school employs six staff. The manager and three of the staff hold appropriate early years qualifications. This includes one member of staff who holds early years professional status.

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