

Noah's Ark Pre-School Playgroup

Corpus Christi Old Hall, Ellenborough Park South, Weston-super-Mare,
Avon BS23 1XW



Inspection date	12 June 2019
Previous inspection date	19 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 evaluate their practice regularly and identify how to make improvements. For instance, they have improved the range of learning opportunities in the outdoor play areas to support children's development more effectively. In addition, staff have introduced more natural resources, such as pebbles, fir cones or shells, into the play areas to encourage children's exploration and imaginations.
- Children behave well. Staff actively encourage children to take turns, be kind to others and learn about their community. For example, children visit a nearby home for the elderly with staff, and plant and grow vegetables with the residents.
- Staff are friendly and caring. Children respond positively to staff and are secure and content in their care.
- Staff provide a good variety of motivating play activities that support children's learning well. Children enjoy their play and make good progress.
- Although staff track children's individual learning well, they have not fully established ways to monitor the progress of different groups of children more precisely. For example, to help identify any emerging gaps in their development more effectively.
- Although staff form friendly, supportive relationships with parents, they do not consistently obtain observations from them about their children's achievements at home. For example, to support future planning and promote continuity for children's learning as well as possible.

What the setting needs to do to improve further

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

- strengthen monitoring and assessment systems to help identify how different groups of children learn and progress best, to help close gaps in their learning more effectively
- make more use of ways to gain information from parents about their children's achievements at home to fully support continuity for their care and learning needs.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and discussed children's learning and development.
- The inspector viewed documentation, such as operational policies, procedures and required records for suitability, including first-aid and qualification certificates.
- The inspector undertook a joint observation of an activity with the manager and discussed the quality of teaching.
- The inspector took into account the views of parents spoken with at the inspection.
- The inspector held discussions with the manager, including about self-evaluation and how this helps staff make continual improvements.

Inspector

Mary Daniel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand local safeguarding procedures and who to go to in the event of any concerns arising. They have formed clear operational policies and follow suitable procedures to keep children safe, for example for risk assessments and the management of any accidents. The manager supports staff well to work together as a team and develop their knowledge and skills. For example, staff have completed a simple sign language course to help the communication needs of all children and promote inclusion effectively. Staff liaise well with other providers children attend to share information about ways to support their learning together.

Quality of teaching, learning and assessment is good

Staff support children's early mathematical awareness effectively. For instance, older children confidently count how many friends are present at circle time. Younger children start to recognise square and circle shapes and fit these together to make their models. Staff actively encourage children's enjoyment of exploring different colours and textures. For example, younger children like to push their hands through flour or cocoa and paint. Older children become absorbed pouring and filling cups with water. They add tea bags and see how the colour of the water changes and how fast the tea leaves spin round when stirred. Children enjoy messy play, such as using papier mache to make pretend dinosaur eggs. Staff promote children's interest in books well. For instance, children listen well to a favourite story or relax in the 'reading garden' to look at books.

Personal development, behaviour and welfare are good

Staff actively encourage children to develop positive attitudes to keeping themselves fit and healthy. For example, children learn how to play simple rugby and hockey games and weave in and out of obstacles. Children enjoy nutritious snacks and help to make a healthy 'rainbow kebab' using fruits such as strawberries, blueberries, melon and grapes. Staff support children's awareness of self-care skills and looking after themselves and others well. For instance, children like playing hospitals and listen to their friend's heartbeat through a toy stethoscope. They develop caring attitudes to friends who pretend to feel unwell and put bandages on their 'poorly' arms or legs. Children interact positively with their friends and gain the key skills to help them with their future learning.

Outcomes for children are good

Children develop their physical coordination and early writing skills well. For instance, older children use large arm movements to paint on an outdoor wall. Younger children start to make marks in play dough using different tools. Older children begin to draw recognisable shapes, such as a house with windows and a door. Children show interest in the natural world and become confident to express their ideas. For example, they hold and observe a range of animals and reptiles, such as giant land snails, stick insects and a cockroach, that a visitor brings to show them. Children learn how these creatures live and move and tell staff that 'a rat ran along his arms' and 'there was a very orange snake'.

Setting details

Unique reference number	115281
Local authority	North Somerset
Inspection number	10072277
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	36
Name of registered person	Noah's Ark Pre-School WSM Committee
Registered person unique reference number	RP517986
Date of previous inspection	19 January 2016
Telephone number	01934 412735

Noah's Ark Pre-School Playgroup registered in 1993 and is located in Weston-super-Mare, Somerset. The pre-school is open from 9am until 3pm each weekday, during term time only. It receives funding to provide early education for children aged two, three and four years. The pre-school employs seven members of staff. Of these, two hold early years degrees, three hold level 3 qualifications and one holds a level 2 qualification.

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