

Noah's Ark Pre-School

Pack Lane, Basingstoke, Hampshire RG22 5HN



Inspection date	20 June 2019
Previous inspection date	2 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 manager does not ensure that all staff receive the support they need to fulfil their roles and responsibilities, specifically for teaching and managing behaviour. This means staff do not provide good outcomes for all children.
- The manager does not effectively monitor children's progress. She does not ensure that staff identify children's next steps in learning accurately enough. In addition, staff do not share information with each other about children's learning needs. As a result, children do not receive consistent teaching support from staff, which hinders them from making the progress they are capable of.
- Staff do not explain to children about the importance of eating healthy food, such as during mealtimes, to help them learn what constitutes a healthy diet.
- At the beginning of the day, as children enter the pre-school, the noise levels are high and children who are less confident find it difficult to concentrate, engage with each other and play.

It has the following strengths

- Overall, children are happy, enjoy the activities on offer and enjoy some purposeful interactions and group times with the staff.
- The management team implements appropriate safer recruitment processes to check new staff's suitability to work with children.
- Partnerships with parents are strong. For example, parents comment that the staff are friendly, approachable and that they feel their children are safe.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure staff receive effective supervision, support, and training to fulfil their roles as children's key persons to raise the quality of teaching, and in particular to enable staff to manage children's behaviour appropriately	12/07/2019
improve the arrangements for monitoring children's level of achievement and help staff to use the information gained to plan and provide learning experiences to meet each child's next steps in learning.	12/07/2019

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

- provide more opportunities for children to learn about the importance of eating healthy foods, to help them to understand how to keep themselves healthy and to support their physical well-being
- create a calm environment that enables children to concentrate, play and relax more easily in the morning without interruption.

Inspection activities

- The inspector observed activities available to children and observed the impact of the teaching on the children's overall development.
- The inspector observed interactions between children and staff.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector spoke to available parents about their views and opinions of the provision and considered these.
- The inspector sampled documentation, including policies and procedures and staff recruitment.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of leadership and management requires improvement

The committee and management team work well to reflect together. They have some awareness of their strengths and areas to improve. Safeguarding is effective. Staff have undertaken recent safeguarding training and have a satisfactory understanding of their roles and responsibilities to protect children's welfare. The manager and staff meet as a group and individually. However, the manager does not monitor staff's practice well enough or provide effective guidance to help them develop their skills and knowledge. For example, the manager has not addressed weaknesses in staff's knowledge about their key children's next steps in learning. In addition, the manager has not supported staff in managing children's behaviour effectively. The staff work well with other early years professionals, such as schoolteachers, to aid children's transition to school, when required.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not consistently target children's learning to ensure they plan and provide suitably challenging activities and experiences. Overall, children make choices in their play and participate in activities that provide interest, for instance, arts and crafts and reading books. At times, staff's teaching does not challenge children's learning sufficiently, especially at the beginning of the day when children arrive, and noise levels are extremely high. Despite this, some staff provide good teaching. For example, during smaller-group times, staff engaged children in number recognition and counting as they matched pegs to the numbers. Staff talk to the children well during free play and ask questions. For instance, as children play in the mud kitchen staff talk to them about what they are making.

Personal development, behaviour and welfare require improvement

Weaknesses in staff practice impact on children's personal development and behaviour. Overall, staff offer children suitable praise. However, not all staff manage and support children's behaviour well enough. For instance, sometimes children throw and snatch toys, push each other and shout at each other. Staff encourage children's personal care skills well. For instance, children are encouraged to collect their own snacks, open packaging and pour their own drinks. Staff do not talk to the children to help them learn about how healthy eating contributes to their overall health and fitness. Nevertheless, children have daily opportunities for fresh air and exercise.

Outcomes for children require improvement

The weaknesses in teaching impact on the progress children make. Children do not gain all the skills they need for their future learning. For example, at times, children lose focus and concentration and do not consistently behave in an appropriate way. Despite this, children have opportunities to experience all areas of learning and show some interest in the activities. Staff complete observations on the children. However, the monitoring and tracking of different groups of children do not accurately identify what they need to learn next. This means children do not make the expected levels they need to prepare them for school.

Setting details

Unique reference number	511667
Local authority	Hampshire
Inspection number	10113252
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	2 - 8
Total number of places	42
Number of children on roll	60
Name of registered person	Noah's Ark Pre-School Committee
Registered person unique reference number	RP522337
Date of previous inspection	2 March 2015
Telephone number	01256 323853

Noah's Ark Pre-School registered in 2000 and is located in Basingstoke. The pre-school is open each weekday during school term times. Sessions run from 8am to 4pm, and children attend for a half or full day. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. Of the 12 staff who work with the children, 10 hold relevant qualifications at level 2 and above. The manager has a Masters degree in early years.

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