

# Noah's Ark Playgroup

St. Crispin Drive, Duston, NORTHAMPTON NN5 4UL



<b>Inspection date</b>	16 July 2019
Previous inspection date	27 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 committee is not clear on its responsibilities with regards safeguarding. Committee members are not familiar with the correct procedure for allegations against staff.
- Staff do not provide challenging activities throughout the day. They do not always support children to extend their learning. As a result, children do not make as much progress as possible.
- The committee has not informed Ofsted of changes to its members within required timescales. It has not provided information to Ofsted to enable it to complete suitability checks as soon as possible.

### It has the following strengths

- The manager and staff work closely with other agencies to help children with special educational needs and/or disabilities (SEND). They agree strategies and put these in place, providing effective support for the learning and welfare needs of children with SEND.
- Staff provide children with regular praise for their achievements. Children proudly show staff their award sticker for using the potty successfully.
- Children are developing well in some areas of learning. For example, they have capable skills in literacy. Children listen to stories with anticipation and laugh together at their favourite parts.

## 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 effective systems are in place to enable suitability checks to be completed for new committee members as quickly as possible	09/08/2019
ensure committee members understand safeguarding procedures, in particular for allegations against staff	26/07/2019
ensure staff provide activities that challenge children and extend their learning from their interests throughout the day.	09/08/2019

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held meetings with the committee chair, the manager and the special educational needs coordinator.
- The inspector completed a joint observation with the playgroup manager.
- The inspector looked at relevant documentation, including staff files, complaints records, policies and records of assessments for children's development.
- The inspector spoke to staff regarding their knowledge of safeguarding, their key children's progress, policies, recruitment, meeting dietary needs and the support they receive from leaders.
- The inspector spoke to a number of parents during the inspection about their views on the quality of care and the information shared with them by the playgroup staff.

### Inspector

Will Good

## Inspection findings

### Effectiveness of leadership and management requires improvement

The committee members do not understand their role fully with regards to notifying Ofsted of changes and safeguarding. The manager has not provided sufficient monitoring and support for staff performance. As a result, teaching is not always effective. The manager has recognised that staff need more support. She has recruited a deputy manager to help improve the quality of teaching. Staff receive regular feedback on their practice. This has not yet helped to ensure that teaching is good. The manager sends staff on relevant training to improve their practice, such as safeguarding and SEND. She and staff know the signs that suggest a child's welfare is at risk and how to report concerns. Staff supervise children closely, keeping them safe as they learn to manage risks. Safeguarding is effective.

### Quality of teaching, learning and assessment requires improvement

Although over half the staff are qualified, they do not always use their skills to help children to develop. At times, staff interactions do not help children to learn. For example, as children build with blocks staff rarely speak to children. When staff do speak, they ask questions that children can answer easily. Staff do complete accurate assessments of children's development. They identify areas where children most need support in their learning. Staff provide activities that children enjoy and focus on for long periods. They provide parents with regular updates about their children's progress, including parents' evening at the end of term. Parents say that their children are happy at the playgroup. They feel their children are making progress and like the activities staff provide for them to try at home.

### Personal development, behaviour and welfare require improvement

The committee's lack of a full understanding of its responsibilities could have an impact on the welfare of children. Staff manage children's behaviour effectively. They provide children with good examples of how to speak to each other. Staff speak kindly and say 'thank you' when children pass them items they request. They praise children when they display good behaviour, for example when children sit down quietly for story time. Children talking soon notice others are sat quietly and they do the same. They behave well. Children are developing physical and problem-solving skills when they play outside. They run fast trying to get their kites to fly. They explain that their kites are not flying as there is no wind. Children are becoming independent, using the drinks dispenser to fill their cups with water.

### Outcomes for children require improvement

Due to inconsistencies in teaching, not all children make the progress of which they are capable. Children with SEND make good progress from their starting points. They are catching up towards typical levels of development for their age. For example, they follow daily routines well. They tell other children it is time to come inside. Children are developing some of the key skills they need for school. They are able to write their full names neatly. Children's expressive art and design skills are developing well. They create their own kites, using scissors to cut out the shape they have drawn. Children then cut ribbon and use sticky tape to secure this to complete their kite.

## Setting details

<b>Unique reference number</b>	EY371691
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10113956
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Noah's Ark Playgroup (Duston, Northampton) Committee
<b>Registered person unique reference number</b>	RP904863
<b>Date of previous inspection</b>	27 January 2015
<b>Telephone number</b>	01604589043

Noah's Ark Playgroup opened in 1990. It is managed by a committee and is situated on the site of St Luke's Primary School, Duston, Northampton. The playgroup employs 11 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, two hold qualifications at level 3 and one is qualified at level 2. The playgroup opens from Monday to Friday during term time. Morning sessions are from 8.45am until 11.45am, a lunch club operates from 11.45am until 12.45pm, and afternoon sessions are from 12.45pm until 3.45pm. The playgroup 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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