

Inspection of Noahs Ark Nursery and Out of school Care

Newport Infant School, Granville Avenue, Newport, Shropshire TF10 7DX

Inspection date: 26 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders and staff work together to create a welcoming and inclusive environment. They develop strong bonds with children and their families. This helps them to settle children quickly and identify their individual needs. Children are happy, confident and motivated learners. They investigate and explore the well-planned learning environment with enthusiasm and purpose. For example, children celebrate 'Miss Polly's dolly's' birthday as they 'bake cakes' in the mud kitchen, count candles and develop their early handwriting skills on party invitations. Children behave very well. They understand what is expected of them and follow the nursery and school rules. Staff encourage children to take responsibility for their own safety. They learn how to manage risks in the forestry area. For example, children explain that they must not put berries or mushrooms in their mouths or play near the pond. Leaders have a strong vision for the continued development of the nursery. They have made rapid progress from the last inspection. There is a strong focus on helping children to develop their skills in mathematics and literacy. For example, children engage in daily phonics sessions, experiment with weight and measure and enjoy stories in the new outdoor book corner.

What does the early years setting do well and what does it need to do better?

- Staff are highly motivated and work effectively as a team. They have a detailed knowledge of individual children. This helps them to plan challenging activities which respond to their next steps in learning. Staff develop strong partnerships with parents, who speak very highly about the levels of care and attention their children receive.
- Leaders and managers have made significant improvements to the nursery. They inspire staff and children to do their best. Targeted action plans are used to address and monitor areas for development. However, they have not yet fully developed opportunities to capture the views of parents and children as part of the self-evaluation process. The partnership with the on-site school has been strengthened. For example, the school early years lead helps to monitor practice and support staff in raising outcomes for children.
- Children access a diverse range of activities which link together very effectively and help them to make sense of the world. They show high levels of engagement as they learn about quantities, mixing water and oats together to make 'porridge' for Miss Polly's poorly dolly. They develop their imaginative skills as they take their 'sick dolls' to the role-play area, which has been transformed into a doctor's surgery.
- Staff understand how children learn. They constantly speak with children and show a genuine interest in what they have to say, and encourage them to problem solve together. For example, children think critically and concentrate

well as they work to match large plastic tubes together to create a tunnel for their cars. They show increasing levels of fascination as they experiment with filling and emptying water, count the seeds from sunflower heads and plant herbs.

- Children with special educational needs and/or disabilities and those who speak English as an additional language are very well supported. Staff develop links with specialist provisions and learn key words in children's home languages. This helps children to settle effectively and progress well at the nursery.
- The leadership team has conducted a thorough staffing review. Staff are now deployed consistently and effectively across the nursery. The setting has developed key-person-led learning which helps them to monitor children's progress more effectively.
- The manager is developing the use of support and supervision in the nursery. She meets regularly with staff to discuss their progress and identify areas for development. Staff have regular 'time out' to keep up to date with planning and paperwork. They access an online resource which offers a variety of training courses.
- Children are well prepared for their next steps in learning. They are confident in the school environment and use the school hall during lunchtime and for physical education sessions. They attend to their own personal needs. For example, they use the bathroom independently and fetch themselves a drink of water.

Safeguarding

The arrangements for safeguarding are effective.

There are robust systems in place to safeguard children. Staff are vigilant in ensuring that the building is secure and closely monitor visitors. They have a very good understanding how to protect children from harm and recognise the signs that a child may be at risk of abuse or neglect. Staff know the procedures to follow if they are concerned about a child or an adult working on the premises. Children learn how to keep themselves safe. For example, they learn to 'look and listen' when crossing the car park area and understand how to play safely in the forestry area.

What does the setting need to do to improve?

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

- strengthen opportunities to gain the views of parents and children as part of the self-evaluation process
- continue to develop the procedures in place for staff monitoring and development in order to raise the quality of teaching and learning to the highest levels.

Setting details

Unique reference number	208238
Local authority	Telford & Wrekin
Inspection number	10101957
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 to 11
Total number of places	82
Number of children on roll	110
Name of registered person	Noah's Ark Nursery and Out Of School Care
Registered person unique reference number	RP522887
Telephone number	01952 825 066
Date of previous inspection	19 March 2019

Information about this early years setting

Noahs Ark Nursery and Out of school Care registered in 2000. It is situated in the grounds of Newport Infant School in Newport, Shropshire. The nursery opens Monday to Friday, during term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It employs 25 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, one holds level 4, 10 hold level 3 and five hold level 2.

Information about this inspection

Inspector

Justine Cope

Inspection activities

- The inspector took part in a 'learning walk' with the manager.
- The inspector sampled a range of documentation, including evidence of the suitability of staff working at the nursery, paediatric first-aid certificates and the setting's safeguarding policy.
- The inspector held discussions with the manager and staff and spoke with children at appropriate times during the inspection.
- The inspector observed the quality of teaching both indoors and outdoors.
- The inspector observed an adult-led activity with the manager and jointly evaluated it.
- The inspector spoke to a number of parents and took account of their views.

We carried out this inspection 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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