

# Inspection of Noah's Ark Pre-School Playgroup

Holmcroft Youth and Community Centre, Newlands Avenue, Stafford, Staffordshire  
ST16 1NL

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Inspection date:

24 September 2019

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision requires improvement

Children are happy and feel safe within the setting and display good relationships with staff. Children are keen to play with the range of resources available, such as painting and role play. However, their learning is limited because staff do not always engage with them effectively. As a result, children lose interest and often move between activities without showing a sustained level of concentration. In addition, staff do not recognise when to adapt activities to challenge the most able children. For example, when children fill and empty containers with different shaped pasta, they do not learn about mathematical concepts, such as size and capacity. Children's communication and language is well supported. They listen to stories and staff repeat sounds and words in their conversations with them. Children make typical progress from their starting points. However, arrangements to raise the quality of teaching to a consistently good level are not rigorous enough. Children generally display good behaviour. However, staff are not consistent in their approach to help children learn about the consequences of their behaviour. Children enjoy learning about themselves and explore the similarities and differences between their friends. Parents say that since coming to the pre-school, their children have become more confident in social situations.

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

- Children enjoy coming to the setting and they separate easily from parents. An effective key-person system ensures staff meet children's emotional needs. For example, on arrival, children are greeted warmly by friendly, caring staff. As a result, they are confident and settle well. Staff support children's self-care routines by encouraging them to wash their hands before lunch and snack time.
- Children have lots of opportunities to develop their physical skills, such as climbing and running in large indoor and outdoor spaces. For example, they love to splash in rain puddles. This supports children to be active. Children also have opportunities to practise their finer physical handling skills. For example, they use brushes to make sweeping movements to paint and make marks on large chalk boards. This also promotes children's early writing skills.
- Children generally behave well. However, on the occasions when children struggle to regulate their own behaviour, some staff do not always provide explanation to help them understand what is expected of them.
- Parents are pleased with the care and learning they receive for their children and they say that they find the manager and staff very supportive. The manager and staff build warm relationships with parents. They share information with them about their child's learning, such as the progress check when a child is aged between two and three years. However, arrangements are not effective enough to ensure information is robustly shared with parents to support their children's learning at home.

- Staff display a good understanding of children's level of development. They know about their key children's achievements and what they need to learn next. Staff observe, assess and track children's learning sufficiently to ensure they make progress. However, staff do not use this information effectively to extend children's learning and enable them to develop to their full potential.
- Teaching is inconsistent and does not always extend children's thinking, or motivate and challenge them as they play. Children engage and play with activities that are on offer. However, staff do not fully focus their interactions on developing children's skills and knowledge further. As a result, children do not make the progress they are capable of.
- The well-qualified manager supports staff to ensure their well-being. However, the monitoring of the setting by its leaders, the supervision of staff and support for professional development do not focus enough on improving the quality of teaching.
- Records of all injuries which children sustain as a result of an accident in the setting or when children arrive with an injury, are not robustly maintained. For example, some accidents that occur in the setting are not recorded due to there being no physical mark. In addition, not all existing injuries are recorded.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff attend regular safeguarding training. Staff know what action to take should they have any concerns about a child. They are aware of the procedures to follow to reports concerns raised about a colleague. Robust recruitment procedures are in place. Staff share information about accidents and injuries sustained by children. However, they do not always make accurate written records of these. Ofsted has not been informed of all changes to the committee members. This said, there is no impact on the care or well-being of the children because they do not have direct contact with children.

## What does the setting need to do to improve?

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

	Due date
maintain consistent records to ensure the safe and efficient management of the setting. This refers to the recording of all accidents and injuries.	14/10/2019

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

- provide effective support, supervision, coaching and training to improve staff's teaching skills and performance, so they are equipped to deliver good-quality teaching and learning experiences for all children
- review the arrangements of how information of children's development is shared with parents to enable them to fully support their child's learning at home
- ensure staff plan suitably challenging activities that link to assessments of children's learning and their next steps, to help them make good progress
- improve staff's management of children's behaviour to ensure staff support children's understanding of what is expected of them.

## Setting details

<b>Unique reference number</b>	218196
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10116362
<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 to 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Holmcroft Youth & Community Centre Committee
<b>Registered person unique reference number</b>	RP520112
<b>Telephone number</b>	07952 732637
<b>Date of previous inspection</b>	14 February 2014

## Information about this early years setting

Noah's Ark Pre-School Playgroup registered in 1977 and is situated in the Holmcroft area of Stafford. It is open from 8.30am to 3pm Monday to Friday. The setting employs six staff members, all of whom hold an appropriate early years qualification at level 2 or above. The manager holds early years professional status. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Laura Green

## Inspection activities

- The manager took the inspector on a learning walk around the setting.
- The inspector spoke to a small selection of parents and took account of their views.
- A range of relevant documentation was viewed by the inspector, such as action planning and evidence of the suitability of staff, and a range of policies, procedures and information relating to children.
- The inspector held discussions with the manager, staff and children.
- A joint observation was carried out with the manager and inspector.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

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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