

Inspection of Noah's Ark Christian Preschool

Gerrard Street, WARWICK CV34 4HD

Inspection date: 14 November 2019

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

What is it like to attend this early years setting?

The provision is good

Children busily engage in play and learning throughout the day. Their learning and development are well supported by the experienced staff who sensitively play alongside them, modelling play and language. For example, staff join children in the role-play grocer's shop, modelling the language that might be used in a real shop. They enhance children's understanding of number as they read the price labels and use the till together. Children express their delight in the very rainy weather as they splash in a puddle in the garden. After persevering to use scissors to cut snowflake shapes, they proudly reveal the shapes they have made. The daily routine provides a balance of child-initiated and adult-led learning activities and it supports children to feel safe and secure as they become very familiar with the pattern of the day. However, children's learning would be further enhanced by more opportunities to engage in exploratory play and learning. Children learn about different beliefs and communities, and to respect one another. Their individual differences are celebrated and all children, including those with special educational needs and/or disabilities, are enabled to access the available learning opportunities alongside their peers. Children's behaviour is good. Staff calmly intervene in children's interactions when needed, to support them to share and take turns. Staff highly value the strong relationships they build with children and their families.

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

- Staff build on what children already know and can do to ensure they make good progress. Children's understanding of number is developed across the learning environment. Staff adjust their expectations to offer appropriate challenge to individual children. For example, some children learn to recognise numerals and work out 'one more' as they work in the role-play shop, while others practise counting how many cups are needed at snack time.
- The daily routine ensures children have opportunities to learn in different ways. Group learning activities ensure all children develop their literacy skills as they enjoy listening to stories read with enthusiasm, and join in with familiar and new songs and rhymes. Transition times of the day are used to enhance conversation skills and independence as children are encouraged to talk about their home experiences, or to help prepare for snack time. However, staff do not provide enough opportunities for children to engage in exploratory play and learning, to enable them to fully develop their own ideas and creativity.
- Staff are highly skilled at supporting children's language development using a variety of techniques. For example, they use repetition of key words alongside sign language to support the early language development of younger children and those with communication difficulties. Older children continue to develop their language as they are supported to progress their conversational skills and learn new vocabulary. For example, as a story is read, staff introduce and

explain new words, such as 'arctic hare' and 'antlers'.

- Children begin to learn to care for themselves and keep themselves safe. At mealtimes they talk with staff about healthy foods, and taste vegetables grown in the garden. Staff talk to them about dressing appropriately for the weather, and chat about the temperature they are feeling when they are outside. Children learn how to hold scissors safely, and to identify which ones they should use if they are left- or right-handed.
- Children are well prepared to move on to the next stage in their education. They demonstrate their self-confidence as they make choices about how to spend their time, and interact confidently with other children and adults. Children develop good self-help skills as they learn to manage their own outdoor clothes and shoes, and put pictures in their bags to take home.
- The staff are passionate about continually developing their inclusive provision. They access available training and work together with the management committee to create a pre-school action plan. Parents' views are highly valued. There are regular opportunities for them to share their opinions and the manager ensures any feedback received is acted upon.
- Parents speak extremely highly of the care and education provided at the pre-school. They feel very well communicated with about their children's learning and progress. Parents share very positive opinions about the experiences and care their children receive. Many describe the pre-school as being 'like a family'.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very aware of their responsibility to notice the signs and symptoms of abuse and to keep children safe. They understand the processes to follow if they are concerned about a child or about the behaviour of a member of staff. The manager ensures that statutory training for paediatric first aid and child protection remains up to date. Regular updates and training take place within staff meetings and policies are reviewed annually to ensure they are up to date. Parents and volunteers are also kept well informed about the safeguarding policy and procedures.

What does the setting need to do to improve?

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

- build on the existing provision to provide more opportunities for children to engage in exploratory play, to enable them to further develop their own ideas and creativity.

Setting details

Unique reference number	200695
Local authority	Warwickshire
Inspection number	10116357
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 to 4
Total number of places	36
Number of children on roll	18
Name of registered person	Castle Hill Baptist Church Warwick Committee
Registered person unique reference number	RP905255
Telephone number	01926 410705
Date of previous inspection	6 June 2014

Information about this early years setting

Noah's Ark Christian Preschool opened in 1992. It is a committee-run setting which operates from Castle Hill Baptist Church Hall in Warwick. The pre-school opens from 9.15am to 1pm on Mondays, Wednesdays and Fridays, and from 9.15am to 2.45pm on Tuesdays and Thursdays, during term time only. It provides funded education for two-, three- and four-year-old children. The pre-school employs six members of childcare staff. Of these, two hold qualified teacher status, including the manager, who also holds early years professional status, and four hold early years qualifications at level 3.

Information about this inspection

Inspector
Abi Ellis

Inspection activities

- The manager and the inspector toured the pre-school together and discussed how it is organised and the curriculum offered to children.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning and development.
- At appropriate times during the inspection, the inspector spoke to staff, parents and children, and took account of their views.
- The inspector completed and discussed joint observations with the manager.
- The inspector held a leadership and management meeting with the pre-school manager and deputy manager.
- The inspector reviewed relevant documentation and checked evidence of the suitability of all staff working in the pre-school.

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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