

Inspection of Ark Day Nursery

1 Vickers Street, Mapperley Park, Nottingham, Nottinghamshire NG3 4LD

Inspection date: 27 January 2020

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

What is it like to attend this early years setting?

The provision is inadequate

Children receive a poor quality of education as staff lack the necessary knowledge and skills to help them progress. Gaps in children's knowledge are not identified because assessments completed by staff are not accurate. Not all children who require additional support receive it. Staff are not always responsive to children's individual learning needs. Quieter children, or those not joining in activities, are not always noticed by staff.

Children do not learn from carefully planned activities and established daily routines. Younger children struggle to follow staff expectations. They get up from the table and wander the room during mealtimes. Children's individual learning and interests are not planned for. They are not supported to build on what they already know and can do. Staff do not share enough information with parents about their child's learning. Children's early communication and language skills are not supported well. Mealtimes are not used as a valuable learning opportunity. Children are not supported to build friendships or widen their vocabulary.

Older children struggle to engage and take part in activities, due to frequent episodes of unwanted behaviour. Some children show signs of unhappiness and frustration. They are not supported to take turns and share resources with others. Staff fail to manage outbreaks of poor behaviour well enough. Children are not learning to manage their own emotions and resolve conflicts. Their safety and welfare are not fully assured. Staff do not understand safeguarding procedures and practice.

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

- Staff do not assess children's progress accurately. They fail to identify children's level of development. Staff do not recognise gaps in children's learning. They do not share ongoing information with parents about how they can support children's ongoing learning at home.
- Staff do not focus on what children need to learn next. Activities are not tailored to help children move forward in their learning. Much of the learning that takes place is incidental, not planned.
- Staff do not use consistent methods to manage children's behaviour. Children are not supported to understand how their negative behaviour affects others.
- Staff do not give enough thought to the individual development needs of children, their unique abilities, or their experiences at home. Their interactions with children do not offer enough challenge. They do not motivate children consistently or make sure they are all engaged in play.
- Staff do not support children's communication and language skills well enough. They do not help children interact with others or broaden their vocabulary. Staff

generally pay attention to more vocal children, leaving some children to play alone with little adult interaction.

- Procedures to manage the performance of staff are not thorough. The management team does not give enough attention to the quality of education. They do not identify where staff need to improve their safeguarding knowledge and teaching practice.
- Staff have made recent improvements to the nursery environment. Children have access to some appropriate resources. They enjoy making play dough, they explore sand and water, and they use paint to decorate paper lanterns for Chinese New Year.
- Staff provide children with healthy and nutritious meals and snacks. They encourage children to wash their hands before and after eating. Children have daily opportunities to play in the outdoor area and be physically active.
- Staff understand children's care needs, including those with special educational needs and/or disabilities. They help children form secure attachments and offer comfort to children who become upset. Babies' personal care routines are understood and promoted by staff.
- Children play in a safe and secure environment. Staff complete daily safety checks and are aware of potential hazards. They take appropriate steps to identify and minimise risks to children. Staff remind older children not to run indoors. Younger children are distracted from climbing on furniture.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a secure understanding of their roles and responsibilities to safeguard children. They do not have a sound knowledge of the signs and symptoms of possible child abuse and wider safeguarding issues. Staff do not understand the procedures to follow if they are concerned about the welfare of a child. They are not clear about how to respond in the event of an allegation being made against a member of staff. The management team carries out appropriate background checks on new staff as part of the safe recruitment process. The ongoing suitability of staff is monitored effectively.

What does the setting need to do to improve?

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

	Due date

ensure staff have a secure understanding of the possible signs of abuse and neglect, and the procedures to follow in the event of a child protection concern	12/02/2020
ensure staff are aware of the action to be taken in the event of an allegation being made against a member of staff	12/02/2020
improve staff knowledge of the 'Prevent' duty guidance, to protect children who may be at risk of extremist ideas and behaviour	12/02/2020
ensure children's behaviour is managed appropriately and that they are supported to understand what is expected of them	12/02/2020
implement effective systems for supervision and coaching to support staff in their ongoing professional development to promote consistently good teaching and learning	12/02/2020
ensure that staff observe and assess children's learning accurately, to consistently identify where children are in their development and plan precisely for the next steps in their individual learning	12/02/2020
improve teaching to consistently provide challenging experiences for children that help them to build on what they already know and can do and make higher rates of progress in their development	12/02/2020
ensure that staff guide children's learning and development through positive interaction and that they respond to each child's emerging needs and interests	12/02/2020

strengthen the support for children's communication and language skills and ensure children are consistently supported to express themselves and build on their vocabulary	12/02/2020
work more closely with parents to help them further support their children's progress at home.	12/02/2020

Setting details

Unique reference number	254587
Local authority	Nottingham
Inspection number	10072691
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	1 to 12
Total number of places	60
Number of children on roll	138
Name of registered person	Kerry, Janet
Registered person unique reference number	RP512667
Telephone number	0115 9624594
Date of previous inspection	19 February 2016

Information about this early years setting

Ark Day Nursery registered in 1998 and is situated in the Mapperley Park area of Nottingham. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications, including one with early years professional status. The nursery opens from Monday to Friday all year round, closing only between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Garner

Inspection activities

- The inspector and the manager completed a walk around the nursery and discussed the manager's plans and reasoning for the early years curriculum.
- The inspector observed the quality of the curriculum during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the area manager.
- The inspector held a meeting with the nursery manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection 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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