

Inspection of New Ark Play Association

New Ark Adventure Playground, Hill Close, Reeves Way, Peterborough,
Cambridgeshire PE1 5LZ

Inspection date: 3 March 2020

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
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 learn and play in a safe and suitable environment. They are cared for by adults whose suitability to work with children has been verified. However, Ofsted has not been supplied with the information needed to carry out suitability checks on all directors associated with the setting, which is a requirement of registration.

Children show motivation and a willingness to learn. They approach activities with enthusiasm and welcome staff's guidance and interaction in their play. Children are excited to visit the small farm on site and learn how to care for the animals there. They know to be gentle when they stroke and hold rabbits and guinea pigs. Children gain an understanding of recycling as they bring the food waste from the pre-school to the farm for the compost bin.

Children in the pre-school form close friendships. They greet each other enthusiastically and show kindness when others need help. For example, some children help others to zip up their coats when they struggle with the task. Children happily engage in conversation with staff and their friends. They behave well and show good awareness of the daily routines. Children respond well to positive praise from staff for their achievements.

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

- The provider has not assured that Ofsted has received the information they need to carry out required suitability checks on all directors of the provision. This is a requirement of registration. However, Disclosure and Barring Service checks are in place and directors do not have unsupervised contact with children.
- Children enjoy the company of the adults who care for them and close relationships have formed. They seek them out to look at books together in the cosy book area and easily approach staff when they need reassurance or a cuddle. Staff encourage children's independence, such as learning to dress themselves for outdoor play.
- Staff plan for children's interests. Managers monitor children's progress and ensure assessment is used effectively to help children make good progress. Staff are flexible in their approach and take good advantage of spontaneous learning opportunities. For example, some children who are sitting on blocks remark that they are taller than a member of staff. This leads to discussions about who is really the tallest and they measure themselves on a post to compare.
- Children successfully use a variety of tools and materials to play creatively. For example, they use brushes to style their dolls' hair at the 'hairstylists'. Children use their hands to explore 'gloop'. They are fascinated by the solid texture in the tray that changes to liquid as it trickles down their hand.
- Staff are focused on developing children's language and communication skills.

They engage children in conversation and sing songs every day. Children are interested in books and listen intently to stories. They learn to recognise their name as they self-register on arrival and at snack time.

- Children have excellent opportunities to be physically active and engage in risky play, which they learn to manage well. They climb, balance and swing with confidence on challenging physical play equipment, such as high balancing beams and bars.
- Children's progress is regularly shared with parents and they are encouraged to help further support children's learning at home. For example, parents participate in a book-lending scheme to encourage reading and promote speech. They attend regular stay-and-play sessions. Parents comment positively that staff are warm, caring and approachable.
- Children can count. They confidently write numbers on a chalk board. Children recognise shapes in their environment and can use shapes to make a pattern with sponges and paints. At snack time, children are further encouraged to create a pattern with fruit for their fruit kebab.
- Managers, supervisors and staff are committed to providing a quality childcare service and work well as a team. Staff engage in regular supervision meetings and their well-being is given careful consideration. However, although staff complete mandatory training, there has been less professional development opportunities that have been precisely targeted on helping staff to develop a deeper knowledge of teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the procedures to follow should they have any safeguarding concerns about children in their care or the adults who care for them. This includes wider safeguarding concerns, such as the risks associated with radicalisation. They attend child protection training to ensure their knowledge and understanding is regularly refreshed. Recruitment for staff who work directly with the children is robust.

What does the setting need to do to improve?

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

	Due date
ensure Ofsted is supplied with the necessary information to be able to carry out suitability checks on all directors associated with the company.	15/04/2020

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

- enhance professional development so that it focuses more specifically on developing an expert knowledge of teaching and learning in all areas.

Setting details

Unique reference number	256791
Local authority	Peterborough
Inspection number	10146926
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 at time of inspection	2 to 13
Total number of places	56
Number of children on roll	145
Name of registered person	Newark Play Association Limited
Registered person unique reference number	RP517211
Telephone number	01733 340 605
Date of previous inspection	2 May 2013

Information about this early years setting

New Ark Play Association registered in 1981. The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at levels 2 to 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. After-school care is provided from 3.15pm until 6pm. A holiday club operates from 8.30am until 5.30pm during the school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The inspector undertook a learning walk with one of the room supervisors to find out about the setting and the children who attend.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and evaluated with one of the room supervisors.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector spoke to a small selection of parents to gain 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020