

Inspection of Noah's Ark Pre-School

Bungalow, 401-403 Ewell Road, SURBITON, Surrey KT6 7DG

Inspection date: 27 February 2020

Overall effectiveness **Good**

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 develop a strong sense of self and belonging in this welcoming and stimulating nursery. For example, when children first arrive, they recognise their photograph on a coat peg, and find their name card. Children show visitors their names and say 'this means I am here'. All family backgrounds are valued and celebrated. A large family photograph board helps them to know that Noah's Ark is a place where they belong. Children feel safe, develop a sense of security and build their self-esteem. They are busy and motivated learners who engage in a range of interesting activities that they choose independently. One such example is that children enjoy acting out their home experiences in the role-play area. They develop imaginary play skills and begin to make sense of their world. Children independently dress up, for example as nurses or doctors, and stick plasters on their heads and arms. They thoroughly enjoy their time at the setting. However, sometimes children's excitement levels can cause a distraction to others. This means that, occasionally, children cannot always focus on their tasks.

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

- Leaders implement robust policies and procedures. However, systems for some procedures are not always consistently followed. In particular, procedures for administering medication. Saying this, overall, the manager shares her high expectations and vision among all staff. For example, staff meet regularly with the manager to discuss their well-being, professional development and ongoing suitability.
- Self-evaluation is at the heart of the nursery. Staff complete peer-to-peer observations and they say they welcome constructive feedback. Education programmes and activities are evaluated weekly to help leaders and staff identify strengths and areas that can be improved. However, missed opportunities to consistently evaluate the children's noise levels mean that, on occasions, children's learning and levels of concentration are inconsistent.
- The curriculum is based on children's interests and what they already know and can do, to further extend their learning across all areas. This means children's play and learning experiences, overall, help them become confident and independent learners, ready for the next stages in learning and when they move on to school. Children make good progress and achieve well.
- Children with special educational needs and/or disabilities (SEND) are supported very effectively. Staff work very closely with parents and other agencies to ensure children with SEND make rapid progress from when they first start.
- Senior staff are highly knowledgeable about how to target support for children with SEND. They attend focused training and forums to extend their knowledge further. This means staff are well equipped to improve outcomes for children with SEND. Parents are highly complimentary of staff and the support given to

children who start the nursery with lower starting points than their peers. In particular, parents say children with SEND learn key skills in readiness for school, such as social skills and toilet training, and begin to confidently communicate and express themselves.

- Staff skilfully make the most of opportunities to enhance children's numeracy skills. For example, they consistently reinforce mathematical language by encouraging children to count in fun ways and to recognise numbers, volume and size. For example, a cooking activity offers children chances to recognise numbers and how many 'big' and 'small' spoons of flour, salt and water are needed to make dough.
- Staff promote children's communication, language and mathematical skills. On the whole, they provide many opportunities for children to communicate and engage in conversation, for instance during planned activities, circle time and mealtimes. Children listen to one another's views and are polite and respectful of each other. They learn the meaning of new words to describe each other, such as 'creative', 'feisty' and 'epic'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate good knowledge of their safeguarding responsibilities. They attend safeguarding training to develop their knowledge further. Leaders and staff can confidently explain the local procedures to follow if they have a concern about a child's safety. Written permission for medication is obtained from parents. Leaders keep a written record each time medicine is administered to a child. This meets requirements. Accidents are recorded, and external agencies are informed of these in a timely manner. Risk assessments are scrutinised to ensure all hazards are removed, to help minimise the chance of accidents from occurring.

What does the setting need to do to improve?

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

- monitor noise levels so that children can concentrate fully and remain engaged in activities for longer periods
- strengthen systems to ensure all staff understand and consistently follow procedures for administering medication to children.

Setting details

Unique reference number	131822
Local authority	Kingston upon Thames
Inspection number	10128371
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	Noah's Ark Pre School Committee
Registered person unique reference number	RP907862
Telephone number	0208 390 0011
Date of previous inspection	2 July 2013

Information about this early years setting

Noah's Ark Pre-School registered in 2000 and is run by a management committee. It is situated in the Royal Borough of Kingston Upon Thames. The pre-school opens Monday to Friday, during term time only, between 8.40am and 3.15pm. It receives funding for the provision of free early education to children aged two, three and four years. The pre-school employs eight staff. The manager holds early years professional status. Six staff hold a childcare qualification at level 3, and one holds level 2.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- A learning walk was undertaken by the inspector and the manager across all areas of the provision to understand how the manager and staff organise the curriculum and environment.
- The quality of education during activities indoors and outside was considered, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with leaders, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as accidents and incidents, policies and procedures, and evidence of staff suitability.

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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