

# Inspection of Noah's Ark Playgroup

St. Crispin Drive, Duston, NORTHAMPTON NN5 4UL

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Inspection date: 17 May 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children enjoy attending this welcoming playgroup. They arrive happily and are pleased to see their friends and the staff. Children understand the daily routines and they are confident to join in with small group activities and in activities they choose for themselves. For example, children lead an activity where they make potions. They explore the textures of sand, compost and leaves when they mix them into water and then pour the water out. Staff talk to children and support them to be confident about messy play.

There are high expectations for children at this playgroup. Children learn to use equipment, including scissors and sticky tape dispensers, because staff supervise them well. Staff encourage children to find out how to fold the paper to enclose the parcel and secure it with tape. Children show real persistence during this activity because the staff support them effectively.

Children behave very well. They know about the playgroup values, which are 'to be safe, kind, respectful and to have fun'. Staff help children use these values when they play, and this enables children to work together very well. Children share, deal with disagreements and begin to manage their feelings in a positive way, which helps prepare them for their future learning.

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

- Throughout the COVID-19 pandemic the staff continued to support those families whose children did not attend. They kept in touch with families through online meetings and telephone calls. Staff did online activities and stories with children. This helped children continue their familiarity with the staff and develop their communication and language skills while they were at home. Parents comment on how positive and helpful this contact was for them and their children to continue their child's progress during this time.
- The manager works very well with the staff team and they demonstrate a strong commitment to providing high-quality experiences for all children attending. Staff plan activities that link to children's interests and this contributes to helping children learn. Staff are encouraged to reflect on their own practice and attend training to enhance their knowledge and understanding of how children learn. This results in staff giving children positive and purposeful interaction during their play that helps children think deeply about what they are doing.
- Children are curious and show a positive attitude to their learning. They are eager to talk to staff and lively conversations take place. Children are confident to ask questions, follow instructions and explore real things. For example, children are curious about real vegetables. Staff show them how to use the knife to slice up the mushrooms. They give praise when children pull the leaves off a

cabbage because it is too hard to cut with a knife.

- Staff are effective in supporting children during their play. They sit with activities and help children develop their vocabulary as they use rhyming words. Occasionally, during some small group activities, staff do not always ensure that all children taking part have opportunities to speak and be fully involved, to promote their confidence and self-esteem.
- Staff get to know children and parents very well. This enables children to develop secure attachments at playgroup. Staff are successful in helping children who become unsettled to relax and enjoy their session. For example, staff know children's favourite stories and suggest they read together about baby owls. Afterwards children say they want to 'fly like an owl' and staff accommodate this outside in the fresh air. The time and support that staff provide children contributes to their feelings of well-being.
- Staff work closely with parents to find out about the experiences their children have at home. Staff take account of this in their planning to ensure they broaden these experiences. For example, some children do not have access to outside play at home. Staff provide opportunities for them to run around on the grass and use equipment to promote their physical skills. For example, children walk on balancing beams and use trowels to dig in the soil. Children learn to be independent as they put on wellington boots, waterproof trousers, and coats before outside play.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate an understanding of how to keep children safe and protect their welfare. They know about the signs and symptoms of abuse and about wider safeguarding issues, including the 'Prevent' duty. Staff attend regular training and discussions as a team help to keep their knowledge up to date. The manager has secure procedures in place to recruit suitable staff and to check the ongoing suitability of existing staff. Staff complete effective and thorough risk assessments. They supervise children carefully at arrival and departure times. Staff check the toys and equipment to ensure it is safe.

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

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

- improve staff interactions during small group times, to ensure that all children involved can take part in a meaningful way.

## Setting details

<b>Unique reference number</b>	EY371691
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10118641
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Noah's Ark Playgroup (Duston, Northampton) Committee
<b>Registered person unique reference number</b>	RP904863
<b>Telephone number</b>	01604589043
<b>Date of previous inspection</b>	16 July 2019

## Information about this early years setting

Noah's Ark Playgroup was registered in 2008 and is managed by a committee. It is situated on the site of St. Luke's CEVA Primary School in the Duston area of Northampton. The playgroup employs seven members of childcare staff. Of these, six hold early years qualifications between level 3 and 7, including one with early years teacher status. The playgroup opens from Monday to Friday during term time. Sessions are from 8.30am until 3pm with a breakfast club offered between 8am and 8.30am. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Melanie Eastwell

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The deputy manager and inspector completed a learning walk together.
- The inspector held meetings with the playgroup manager and with two members of staff. She reviewed relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a 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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