

Inspection of The Ark Andoversford

Andoversford Primary School, Gloucester Road, Andoversford, Cheltenham,
Gloucestershire GL54 4HR

Inspection date: 17 September 2021

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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff at this setting knows children and families very well. Children settle quickly and enter with big smiles on their faces. They settle to play and are soon engrossed with the task at hand. Staff support children's emotional resilience extremely well. Children have lots of opportunities to share how they feel. For example, when they enter, they put their name against a picture of how they are feeling. Staff talk to them about this and make links to home life. Staff are calm, encouraging and acknowledge children's emotions. Children receive praise and support during play. Children are proud of their achievements and value this praise. Staff and children are very respectful to each other. Children demonstrate they feel safe and secure.

Communication between the setting and parents is of a high standard. A variety of ways are open to parents to make their needs known. Parents feel supported and respected at this setting. A two-way process of education and care is very evident. Due to the COVID-19 (coronavirus) pandemic, parents do not enter the setting but wait at the gate. Staff have adapted how they communicate because of this. Their processes work very well. Parents know what children are learning and what they can do at home to support them. Staff ensure they respect the views of individual parents and respond quickly. This means staff know children very well and children feel secure.

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

- Children have very good opportunities to develop their physical skills. The setting benefits from its rural location and wide-open spaces. Children have plenty of space to run, climb, jump, swing, dig and balance. Children confidently climb up the rope swing, balance on tree stumps and hop from log to log. They dig for worms and look under logs for bugs. They watch with curiosity as a dragonfly alights nearby and then flies away.
- Children behave very well. They play confidently with each other and learn to take turns. For example, children giggle as they sing happy birthday to each other. They count and match numbers while doing this. They then take turns to add wooden numbers to a chalk board. Children wait patiently as their friends pour the milk for snack and then pass the jug around the table. Children remember to say please and thank you.
- The curriculum is, generally, well planned. It is beginning to identify what children know, what they need to know and how they will be supported to achieve this. On occasions, this is not matched to extend all children's capabilities. This means some interactions between staff and children are inconsistent, and some learning opportunities are missed to extend children further and consolidate their learning.

- The setting has very recently had some significant changes in its leadership team. The owner and newly appointed manager have a clear vision of what they want to achieve and where to make improvements, particularly to children's outdoor learning. Staff feel very well supported by a strong and experienced leadership team.
- There are very strong support systems for children's transitions. Younger children attend the nursery's sister site in Charlton Kings. Staff manage this change very well to ensure children remain secure and happy. Staff move with the children to support their well-being. When children leave to go to school, the setting plans this transition early. Children are very aware of their new school and teachers, and are well prepared.
- Children with special educational needs and/or disabilities receive good support. The setting invests in additional support for children to ensure they make the best possible progress. Parents speak very highly of the setting's ability to intervene quickly. Leaders and staff identify those children who may benefit from particular support promptly, to assist in the level of progress children make.
- The setting is organised, spacious, clean and bright. Children move freely between the outside space and the inside. They benefit from areas for relaxation and quiet play. Leaders and staff are aware of how to promote positive role models and challenge stereotypes. However, they do not provide children with opportunities to embrace difference and diversity as well as they could.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders complete regular safeguarding training. They are alert to the signs of abuse. They understand what to do and who to contact if there are concerns about any member of the team or children. Leaders regularly update staff on safeguarding issues and changes in legislation. Staff carry out effective regular risk assessments and daily checks to provide a safe environment. Children demonstrate a culture of safety. For example, while sitting and listening to a story a child notices, 'hat frog isn't wearing a seatbelt'. Staff have an open discussion with children about the importance of keeping themselves safe.

What does the setting need to do to improve?

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

- build on opportunities for staff to consistently extend and challenge children's learning further
- provide more opportunities for children to develop their understanding and awareness of different cultures and beliefs.

Setting details

Unique reference number	EY557000
Local authority	Gloucestershire
Inspection number	10174980
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	29
Number of children on roll	31
Name of registered person	Willmott, Gaynor Ann
Registered person unique reference number	RP556999
Telephone number	07865055838
Date of previous inspection	Not applicable

Information about this early years setting

The Ark Andoversford re-registered in February 2018. It is privately owned. It operates from Andoversford, Gloucestershire. It is a rural pre-school with a sister setting in Charlton Kings. It offers care from 8am to 5.30pm for 51 weeks of the year. The setting employs seven staff. Of these, one holds a relevant childcare qualification at level 5 and five hold relevant childcare qualifications at level 3. The nursery receives funding to provide early education to children aged two, three and four years.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the setting.
- The inspector spoke to staff at appropriate times during the inspection and also spoke to the children
- The inspector and manager went on a learning walk. The manager told the inspector what they want children to learn and how they would do this.
- The manager and inspector carried out a joint inspection. They observed how well staff teach children and what they want them to learn.
- The inspector spoke to parents and took into account their views on how well the setting cares for their children.

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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