

Inspection of Noahs Ark Day Care Nursery

Bibi House (Basement Studio Unit 5 & Suite 1A Ground Floor), 69-85 Whitmore
Road, Birmingham, Warwickshire B10 0NR

Inspection date: 8 October 2021

Overall effectiveness	Good
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

Children arrive happily, eager to spend time with their friends in this child-centred, welcoming and inclusive environment. They form strong and trusting bonds with staff, who nurture them and clearly enjoy caring for them. Staff manage children's behaviour well. Children thoroughly enjoy leading their own play and maintain interest in their activities for sustained periods. They confidently explore and investigate their surroundings, independently organise their own games and show maturity as they consider each other's ideas and negotiate who goes first. Children demonstrate high levels of self-esteem and confidence. They learn appropriate behaviour, are respectful, kind and use good manners.

Children use their developing language as they are encouraged to make predictions as they play. They develop a strong understanding of counting, grouping objects and recognising number. Children gain an insight into the different cultures, traditions, diversity and celebrations of others through regular discussion and well-planned activities. Children confidently engage with visitors and talk about their time in the nursery. Children learn about the benefits of healthy eating and looking after their teeth. They spend time outdoors each day, where they have the opportunity to be physically active. Staff have high expectations for all children, and children display positive attitudes to learning. Overall, children make good progress across the seven areas of learning.

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

- Staff foster the growth of children's functional independence, task perseverance and self-regulation. Children are keen to choose practical life activities, which include pouring, scrubbing and washing. They concentrate as they string beads and use tools which support their small-muscle skills and coordination, such as tweezers and scissors. Children learn to be independent. For example, they can manage their own personal care and are adept at using cutlery. They learn to walk and carry items at the same time, and independently set the table.
- Staff make regular observations and assessments of children's individual learning. They have a clear intent about what they want each child to learn next. They attend regular training and, overall, use their learning effectively to support children's continued development.
- The learning environment is well thought out and inviting. There is a broad range of exciting resources that are easily accessible for children to access independently. However, less-experienced staff do not consistently adapt some activities to take account of children's unique learning styles and preferences. As a result, at times, some children become restless and disengaged, particularly during group sessions.
- Children make good progress in their communication development. Staff

introduce new words and help children to build sentences. Staff give a high priority to those who need additional help with their speech and language development, including those children who speak English as an additional language, to help them to catch up quickly.

- Staff promote children's early reading skills. Children show great awareness of the characters in the books. They learn to recognise and write letters and demonstrate good pencil control.
- The manager has devised a rich and well-sequenced curriculum that supports children to learn the skills and attitudes they need ready for their next stage of learning, including school. She monitors the curriculum and children's learning effectively and provides swift intervention when children need extra help.
- Staff work very closely with parents. They provide regular information about their children's learning in the nursery and ideas on how this can be reinforced or extended at home. However, staff do not always use the information gathered from parents when children first start, to inform their initial assessments and planning.
- The manager seeks feedback from parents, children and staff to inform future improvement plans. For example, staff now provide free English lessons for parents who do not speak English, to help them to support their children's learning at home.
- Staff's health and well-being are very important to the management team. Staff report that their workload is manageable and does not have a negative impact on their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of safeguarding. They know how to recognise the possible signs of abuse and neglect and what to do if they are concerned about a child in their care. They understand how they can help to protect children from extreme views and opinions. The manager uses robust recruitment procedures to help to ensure that staff are deemed suitable to work with children. The deployment of staff is very well organised so that children are supervised at all times.

What does the setting need to do to improve?

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

- develop less-experienced staff's understanding of how to consistently use children's preferred learning styles and interests to adapt activities to keep children engaged and motivated, particularly during group sessions
- enhance the use of information provided by parents about children's prior learning and skills, to inform initial assessments and planning to help to fully

promote children's learning as rapidly as possible from the outset.

Setting details

Unique reference number	EY561745
Local authority	Birmingham
Inspection number	10191067
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	58
Name of registered person	Dunga, Geeta Verma
Registered person unique reference number	RP561744
Telephone number	07564966524
Date of previous inspection	Not applicable

Information about this early years setting

Noahs Ark Day Care Nursery registered in 2018. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications from level 3 to level 6. The nursery opens from Monday to Friday during term time only. Sessions are from 7.30am to 5pm. The nursery offers a Montessori method of education.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager led the inspector on a learning walk and told her what they want the children to learn at the nursery. They carried out a joint evaluation of an activity together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the provider, managers and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates and evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She spoke to children about their experiences in the nursery.

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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