

Inspection of Noahs Ark Pre School

Robertson Barracks, Swanton Morley, Dereham, Norfolk NR20 4TX

Inspection date: 28 January 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time in this friendly pre-school. On arrival, they are warmly welcomed by caring staff, who support children well to leave their parents at the door. Children feel safe and secure. They increase in confidence as they explore their environment and make choices for themselves about what they would like to do. Indoors, pre-school children enjoy building with large wooden tubes. They approach staff for help when needed. Staff support children to think about how to solve problems for themselves. Children work well together. Outdoors, they persevere as they use plastic crates and planks of wood to construct something they can later walk along.

Older children show care and sensitivity towards others. They watch patiently and say 'ready, steady go' while they wait for younger children to go down the slide. Children pass other children coloured blocks as they build a tower. They are keen to interact with babies when they are also outdoors. Children are familiar with daily routines and help staff to tidy toys away when it is time to do so. They learn about and understand the 'golden rules', and join in with the words and actions to familiar songs.

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

- The management committee, as the registered provider, does not have adequate systems in place to inform Ofsted of changes to the committee. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. However, the impact on children's well-being and development is minimised because committee members do not have any unsupervised contact with children.
- The manager and her team are sensitive to children's and parents' needs. For example, they work closely with families who are in the armed forces and are fully aware when parents have to go away. Staff plan activities linked to celebrations, such as Valentine's Day, in advance, so that children's artwork can be posted to parents who are deployed abroad.
- Children's emotional well-being is well supported. Staff reassure children to help ease their transition into the pre-school. They talk about the toys on offer and what children enjoy playing with. Staff provide flexible and sensitive settling-in arrangements. Transitions between rooms are managed well. Babies and toddlers experience good continuity in their care routines as staff speak to parents regularly to ensure they are kept up to date with any changes at home.
- The manager is clear about the intent of the curriculum and continually monitors and evaluates the learning environment. For example, it was identified that staff needed to support children's mathematics knowledge and skills further. As a result, staff added more mathematical resources, which has had a positive

impact on children's problem solving and counting skills. Staff get to know their key children well and understand where they are in their learning. However, there are times when some activities lack challenge as they are not effectively matched to children's abilities.

- Children develop close emotional bonds with their key person, as well as other staff. They happily invite them to join in with their play situations. Staff support children to become more independent. Children learn the importance of good hygiene and how to put on their shoes and coats. Staff work closely with parents to support children to use the toilet.
- Staff understand the importance of promoting children's communication and language skills. They speak clearly to babies and toddlers and talk to older children as they play. However, there are times when children are not given enough time to think and respond to staff's questions. In addition, staff are not always ambitious in the language they use. For example, while reading a book about winter, staff do not expand on the meaning of words, such as 'camouflage' and 'migrate'. This means that children's understanding and vocabulary are not always extended.
- Staff benefit from regular supervision meetings. This helps the manager to monitor staff performance, support their well-being, and encourage their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has a secure understanding of safeguarding. Staff undertake regular training, and their knowledge is kept up to date. They are confident in identifying and reporting concerns about children's welfare. Following a recent breach to security, when a temporary outdoor area was being used due to essential maintenance work, management reacted quickly. They reviewed and immediately revised procedures. Staff are fully aware of these new procedures. The inspection found that, other than this one instance, children are well supervised and kept safe. They play safely indoors and outside.

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 that Ofsted is provided with the required information about members of the management committee so that suitability checks can be carried out.	11/02/2022

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

- focus support and coaching for staff to help them to fully understand how to sequence the curriculum so they consistently shape activities to support children's ongoing learning
- support staff to expand on children's growing vocabulary and enhance opportunities for children to develop a love of stories and books to further support their communication skills.

Setting details

Unique reference number	EY220790
Local authority	Norfolk
Inspection number	10221042
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	37
Name of registered person	Noah's Ark Pre School (Swanton Morley) Committee
Registered person unique reference number	RP908445
Telephone number	01362 627975
Date of previous inspection	8 July 2019

Information about this early years setting

Noahs Ark Pre School registered in 2002 and operates from a self-contained area in the community centre at Robertson Barracks, Swanton Morley. It serves both the military and the local civilian community. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday for 47 weeks of the year. Sessions are from 7.30am to 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Harris

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed their curriculum and what it is they want children to learn.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this has on children's learning.
- The manager and the inspector jointly observed and evaluated a spontaneous activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff spoke to the inspector during the inspection and a representative from the management committee spoke with the inspector about the leadership and management of the setting.

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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