

# Inspection of Noah's Ark Pre-School

Scout Association, Fourth Harpenden Scouts, Lower Luton Road, Harpenden,  
Hertfordshire AL5 5EP

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Inspection date: 22 February 2022

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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	Not applicable

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

### **The provision is good**

Children enjoy the time they spend at this friendly pre-school. They arrive happily and separate from their carers with ease. The enthusiastic staff welcome children and talk excitedly about what they have brought along for 'show and tell'. Children form close bonds with the nurturing staff. They cuddle up to them at story time and seek out their key person for reassurance when tired.

Children enjoy a wide range of resources and activities in the pre-school. Staff plan exciting learning opportunities indoors and in the large garden area. Children are learning about the local wildlife. They enjoy identifying the various geese, ducks and heron that live in the neighbouring river. Children also get to explore the local environment with trips out to nearby parks.

Children demonstrate high levels of confidence. Staff encourage this with numerous opportunities for children to display their talents to the group. For example, children are proud to stand at the front and sing their favourite songs during circle time. Children engage well with visitors, talking confidently to them and encouraging them to join in with activities.

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

- Leaders have clear intent for children's learning. They plan activities based on children's interests and adapt them to meet the needs of individual children. For example, children are developing their mathematical language. Staff support them in building structures and examining the features of the three- and four-dimensional shapes they make.
- Children with special educational needs and/or disabilities are well supported in the setting. Staff skilfully adapt activities to ensure all children learn in a way that best supports their needs. For example, some children get overwhelmed by the large group during circle time. Staff are aware of this and swiftly introduce alternative ways for them to share their stories and experiences to a smaller audience.
- Children behave well in the pre-school. They are kind and considerate and are learning to take turns in activities. Staff use innovative methods to teach children about kind behaviours. For example, they support children to play cooperatively by reminding them of the kind characters they read about at story time.
- Relationships with families are strong. Parents speak highly of managers and staff, and the care and support offered to children and families. Staff work hard to establish effective methods of communication from the start. Parents provide comprehensive information about children's early experiences. This allows staff to plan learning opportunities children may not otherwise receive.

- Children are growing increasingly independent. They put on their own shoes and coats and wash their hands with minimal support. Children clear away their cups and plates after snacks and meals. This helps prepare them for the routines of school.
- Staff use every opportunity to enhance children's knowledge of essential hygiene routines. At story time, children are learning about a crocodile with toothache. Staff talk about the importance of brushing teeth properly. They encourage children to practise themselves with various toothbrushes and sets of teeth.
- Managers and staff engage well with other professionals. They are proactive in seeking out medical and developmental advice. They invite professionals into the setting and work together planning activities to support children. This enables staff to support the physical and emotional well-being of all children in the pre-school.
- Managers demonstrate integrity in ensuring additional funding is appropriately distributed. They involve parents and key staff in the decision-making process. This ensures that children in receipt of funding are fully supported in their development.
- Managers have established a comprehensive recruitment and induction process. This ensures that staff are suitable and have received the required training prior to starting in the setting.
- Staff supervise focused group activities well. They are aware of children's next steps and interact well with children to support them in achieving them. However, staff do not always provide the same high-quality interactions and teaching in sessions of free play.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of the signs and symptoms which can indicate that a child is at risk of harm. They are clear about the process to follow in escalating these concerns to the correct authority. Managers have a robust recruitment and induction process in place. This supports staff's knowledge of safeguarding and first-aid procedures from the start. Managers and staff complete regular risk assessments of the setting and when on trips out.

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

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

- consistently support children in meeting their next steps by engaging them in high-quality interactions in all activities.

## Setting details

<b>Unique reference number</b>	2519663
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10208002
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	33
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Noah's Ark Harpenden Limited
<b>Registered person unique reference number</b>	2519662
<b>Telephone number</b>	07984554536
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Noah's Ark Pre-School registered in 2019 and is situated in Harpenden, Hertfordshire. It is managed by a limited company. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm and from 12.45pm until 3.45pm. There is also an early drop-off session from 8.45am until 9.15am.

## Information about this inspection

### Inspector

Antonia Campbell

## 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 with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education to assess the impact on children's learning.
- The inspector considered the views of parents by speaking to several of them during the inspection.
- The inspector and the manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector and the manager discussed how the early years setting is organised.
- The inspector held discussions with the manager and staff about the monitoring of learning and development in the setting, and tracked the progress of 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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