

Inspection of Nuh's Ark Nursery

Salaam Educational Trust, Sharoe Green House 32a, Watling Street Road, Preston
PR2 8DY

Inspection date: 23 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the nursery. They benefit from many opportunities to enhance their personal development and communication skills, which staff have focused on following the COVID-19 pandemic. As a result, children are confident in social situations and express their needs well. Children are well behaved and interact positively with their peers.

Children have many opportunities to develop their knowledge and skills. They confidently talk about past events as they look at photos displayed around the nursery. Children also take part in lots of physical activities, such as threading pipe cleaners through the holes on their pictures. This helps them to develop their finger muscles in readiness for writing.

Staff have high expectations for children. They provide lots of activities, both indoors and outside, for children to explore. Children investigate and experiment with a wide range of natural and tactile resources and materials. They work collaboratively to solve problems. For example, children consider how they can make vehicles travel from one place to another using a range of tyres, pipes and guttering. They take turns and work together to join the pipes to make a longer ramp for the cars to whizz down. Children are critical thinkers.

Children's beliefs and values are celebrated. Staff focus on stories with fundamental morals, to help support children's awareness of feelings and emotions towards others. Children also gain an understanding of the community where they live through regular outings to the local mosque and church.

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

- Staff follow children's interests when planning new activities. This ensures that children are interested and motivated to learn. After listening intently to the story 'We're Going on a Bear Hunt', children are delighted to go on a pretend bear hunt in the outside area. This helps to build on their early literacy skills.
- Staff use visual prompts, such as displays and flash cards, to help children revisit recent topics. This enables children to recall what they have learned. They also learn new words, which helps to extend their vocabulary. For example, children repeat words, such as 'squishy' and 'squelchy', as they describe how jelly feels.
- Activities are planned to encourage children to recognise objects in order of size, which increases their mathematical skills. Staff enhance children's understanding of size by introducing a range of vocabulary, such as 'big, large' and 'medium'.
- Children listen attentively to stories, which develops their confidence to take part in discussions about their favourite dinosaurs. They understand and pronounce complex words, such as 'Tyrannosaurus Rex' and 'Spinosaurus'. Children show

fascination and wonder in this topic as they use their whole bodies to move like dinosaurs following the story '1,2,3 Do the Dinosaur'.

- Parents are very happy with the communication they receive from the nursery. They recognise their children's progress across all areas of development. Parents are pleased that their children have developed their confidence and communication skills. They also say they like the community spirit of the nursery and the way staff instil their children with morals, such as good manners and respect.
- Children's individual needs are met well. Staff make adaptations and offer support, so that all children, regardless of their needs, can be included in all activities. They use Makaton to support children's communication and language and provide items of interest to keep children engaged for longer periods. This works incredibly well in practice. As a result, children are eager to learn and make good progress.
- There have been changes to the management team since the previous inspection. The new manager is ambitious for the children and has provided a renewed sense of direction. She has a deep understanding about the theory behind how children learn, which is reflected in the curriculum planning. However, the leadership and management team has failed to notify Ofsted about changes to the directors of the company. Furthermore, managers were unable to provide confirmation that valid public liability insurance is in place.
- Leaders have successfully ensured that staff give children a broad range of learning experiences within the local community and beyond. For example, staff take children on outings to visit the library and the local care homes. These opportunities help children to experience the world around them.
- Children have limited opportunities to do things for themselves, which does not support their growing independence. For example, during mealtimes, children sit happily while staff serve them their food. This does not fully prepare them for the next stage of development, such as their transition to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues and are clear about their role in safeguarding children. They know what steps to take should they have concerns about a child's welfare or the conduct of a colleague. Managers ensure that staff training is up to date. They also provide staff with regular opportunities to revisit the safeguarding policies and procedures. There are thorough recruitment and vetting procedures in place to help assess the suitability of staff.

The nursery is a safe and secure environment for children. Staff also teach children how to stay safe. For example, children know to walk on the pavement, use the zebra crossing and hold hands when they go on trips in the community.

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 appropriate insurance is in place to cover the premises where childcare is provided.	10/05/2022

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

- provide further opportunities for children to develop their independence.

Setting details

Unique reference number	EY493553
Local authority	Lancashire
Inspection number	10231491
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 4
Total number of places	40
Number of children on roll	40
Name of registered person	Nuh's Ark Nursery Limited
Registered person unique reference number	RP533805
Telephone number	07971161930
Date of previous inspection	3 February 2017

Information about this early years setting

Nuh's Ark Nursery registered in 2015 and is situated in Fulwood, Preston. The nursery employs nine members of staff. Of these, one holds a childcare qualification at level 6, five hold level 3, and three hold level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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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