

# Inspection of Noah's Ark Christian Pre-School (Buckhurst Hill)

St. Stephens Church Hall, Albert Road, Buckhurst Hill, Essex IG9 6FD

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Inspection date: 13 May 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 are happy and they thrive in this welcoming pre-school. They settle down quickly on arrival and adapt to their environment. Children say goodbye to their parents at the main entrance and confidently start to explore the variety of activities on offer. Children have caring and affectionate relationships with staff. They feel safe and secure and have lovely interactions with each other. For example, children encourage others to join in their games and give hugs during play times. Children enjoy playing outside. They have a wide range of activities that support their physical development. The children play in the playhouse and on the bicycles, and build with large construction blocks.

Staff plan interesting and engaging activities for the children. For instance, when children learn about dental hygiene, they are provided with sets of large teeth to clean, toothbrushes, appointment cards and other dental tools to check for cavities. Staff introduce a variety of new words to support children's growing vocabulary, such as 'smooth', 'sticky' and 'cold'. Children behave well. Staff are consistent and gently remind the children about understanding behavioural expectations. Staff use regular praise for the children's efforts and achievements. This helps the children to build good levels of self-esteem.

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

- Staff share information with the parents about their children's progress regularly. This helps parents to continue the children's learning at home. Staff know their key children well. They find out about the children's home lives during their settling-in periods and use children's previous experiences as a starting point to help them with future next steps.
- Staff observe and assess children's progress regularly. They support children, including those with additional needs, to make rapid progress in their learning. For example, children who are at an early stage of learning English as an additional language, catch up quickly in their language development.
- Key persons take time to work with parents to understand what might affect children's emotions and behaviour. In turn, this supports them to provide individual care for children. Staff support children when they are beginning to understand their difficult emotions. They offer comfort and reassurance and ensure that children are safe.
- Children develop their communication and language skills well. Staff engage in age-appropriate and consistent language with them as they play. Children ask questions to help them to develop their understanding.
- Staff are swift to identify children who need extra support with their learning and development. While they wait for a formal assessment of their needs, staff work with parents and outside agencies to ensure children have the support

they need.

- Children with identified special educational needs and/or disabilities have good levels of support. Staff work with families and other professionals to make sure that the children's needs are met. Staff provide individual activity sessions and/or group activities in line with their care plans.
- The committee and the staff team work together effectively. The committee shares the staff team's dedication and commitment to providing the best care, support and education for the children. The nominated individual visits the pre-school regularly. She works closely with the manager and supports the implementation of the curriculum.
- The manager has a focus on improving children's understanding of oral health, and their independence. Staff plan oral health activities that support the children's understanding of the importance of brushing their teeth.
- Children demonstrate a good understanding of following instructions to support their hygiene practices. Staff speak with the children about the importance of washing hands before snack time. The children have access to fresh running water and healthy snacks, such as fresh apples and pears.
- The manager monitors staff's performance. For instance, through supervisions, she identifies areas that may need further development. However, due to staff shortages, she has not been able to send them on to relevant training that supports their role.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff understand how to identify the signs and symptoms that could indicate any harm to children. They understand how to report concerns about the children's welfare or their behaviour, to external professionals. Staff are mindful of safeguarding concerns, including the 'Prevent' duty. The managers carry out robust recruitment procedures to ensure that staff are suitable to work with children. Risk assessments are in place and regular checks are carried out across the pre-school to ensure any hazards are minimised. Staff are trained in paediatric first aid and follow the correct procedures in response to incidents and accidents.

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

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

- focus on the professional development of staff more precisely to support them with current challenges and to raise the quality of practice to the highest level.

## Setting details

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| <b>Unique reference number</b>                     | EY560717   |
| <b>Local authority</b>                             | Essex  |
| <b>Inspection number</b>                           | 10194249   |
| <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>                      | 48   |
| <b>Number of children on roll</b>                  | 48   |
| <b>Name of registered person</b>                   | Noah's Ark Christian Pre-School (Buckhurst Hill) CIO |
| <b>Registered person unique reference number</b>   | RP560716   |
| <b>Telephone number</b>                            | 020-8505-5828  |
| <b>Date of previous inspection</b>                 | Not applicable                                       |

## Information about this early years setting

Noah's Ark Christian Pre-School (Buckhurst Hill) registered in 2018. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julia Maynard

## Inspection activities

- This was the first routine inspection the setting received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector evaluated children's learning during planned activities and when children played.
- The manager and the inspector had a learning walk together to discuss the manager's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the manager and staff and looked at a sample of documentation, including training records and evidence of the suitability of those working at the pre-school.

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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