

Inspection of Noah's Ark Day Nursery

Lowford Community Centre, Portsmouth Road, Bursledon, SOUTHAMPTON SO31
8ES

Inspection date: 18 May 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 enjoy their time at nursery and most settle easily. Staff support children who are unsettled sensitively. They encourage these children to engage in activities and give cuddles and reassurance. Children grow in confidence and explore resources and activities freely. Older children work together independently. For instance, they build with construction toys and share ideas together. Children join in with group activities well. For instance, they enjoy playing games where they have to listen and take turns. Most children engage in activities for long periods. For example, babies become absorbed when playing with water, where they experiment with their hands and resources. Children mostly behave well. Older children show care towards their younger friends, such as offering them help and support.

Staff quickly identify any gaps in children's development and provide extra help and support. For instance, they provide individual support to help develop children's vocabulary. Staff understand the approach to the curriculum and, overall, they promote children's learning securely. They support children's communication and language development effectively. Staff model language to children when interacting with them. Staff and children regularly sing songs and rhymes. Young children show that they are familiar with these as they attempt to do the actions and sing words and phrases. Children enjoy looking at books and listening to stories. Older children confidently recall and retell familiar stories, including details about the characters and what happens to them.

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

- The new staff team is starting to work well together. Staff say that they feel supported by other team members and can seek advice, support and help from them and the managers. Leaders support staff's well-being effectively. Staff complete regular training, including about the curriculum approach. Some staff, particularly those who are new, are in the process of developing their practice. At times, some staff do not support children as well as possible to help extend their learning and development further.
- Children make their own choices about where to play and what to do. They use a broad range of resources that enable them to problem-solve and use their own ideas. For example, children design and create their own towers using large cardboard tubes. Children learn to manage and take appropriate risks. Older children particularly enjoy the challenge of an obstacle course. They develop their coordination and balance as they move safely across this.
- The nursery's special educational needs coordinator (SENCO) makes strong links with parents and other professionals. The SENCO and staff use the information they gather effectively, to support children's individual needs. They plan for

children's learning to help children make the progress which they are capable of. They use additional funding well to buy extra resources that support children's interests as well as areas where they need more support, for example to help children share and take turns.

- Overall, children develop a good range of skills and knowledge ready for their future learning. For example, pre-school children learn to concentrate well. Most older children listen and follow instructions appropriately. They are beginning to develop their sense of responsibility, such as helping to tidy up. At times, particularly when the routine changes, staff do not always provide sufficient guidance to children. For instance, for short periods some children wander around without purpose or start to run around inside and the noise level rises. This does not help children engage effectively at these times.
- Children learn to take care of themselves and others. Pre-school children support younger friends, such as offering a toy when a younger child is upset. Babies and younger children show that they feel safe in the care of staff. For example, they smile and put out their arms and indicate they want a cuddle. Children develop their independence skills well. Older children pour their own drinks and take themselves to the toilet. Children know to wash their hands, such as before eating.
- Parents speak highly about the staff and their children's time at nursery. They feel that their children have made progress from attending the nursery. Parents say that communication with staff is good and that they receive information about their children's day, activities and development, for instance through discussions with staff and an online app. Parents are made aware of any accidents and injuries to their children. Staff record these and share the information with parents.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand how to recognise possible indicators that may raise concerns about children's welfare or the behaviour of other staff. They know how to manage concerns should these arise, including reporting these to the designated safeguarding lead staff member. Staff know where they can find additional information to help them manage concerns. They have direct access to details about referral procedures to outside agencies. Leaders and staff take effective steps to ensure the environment is safe and secure. They complete risk assessments of the premises and ensure there are safe arrival and departure processes for children.

What does the setting need to do to improve?

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

- build and extend staff's knowledge and understanding of their roles and responsibilities further, particularly newer staff, to enable them to provide more effective daily interactions to children, to help children extend their skills and knowledge ready for their future learning
- support staff to recognise and support children's behaviour, particularly during changes in the daily routine, so that they guide children more effectively, to help engage them more purposefully at these times.

Setting details

Unique reference number	EY547465
Local authority	Hampshire
Inspection number	10237852
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	101
Name of registered person	Noah's Ark Pre-School (Southampton) Limited
Registered person unique reference number	RP910486
Telephone number	023 80402388
Date of previous inspection	23 August 2018

Information about this early years setting

Noah's Ark Day Nursery registered in 2017. It is located in Lowford Community Centre, Lowford, near Southampton, Hampshire. The nursery is open all year round, from 7.30am to 6pm. The provider receives funding to provide free early education for children aged two, three and four. There are 20 staff employed, including a kitchen manager who sometimes also works with the children. Of these, one staff member holds a level 6 qualification, a further 11 staff hold level 3 qualifications and one staff member holds a level 2 qualification. Three staff are currently working towards qualifications through apprenticeships at the nursery.

Information about this inspection

Inspector
Sheena Bankier

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 manager explained the nursery's learning ethos and curriculum approach to the inspector.
- Discussions and meetings were held with the senior leadership team and staff during the inspection.
- Children chatted and interacted with the inspector during the inspection, and they talked to her about what they like to do at nursery.
- The manager and the inspector observed and evaluated an activity together.
- The inspector gathered some views from parents about the nursery through discussions and feedback sent by parents to the nursery during the inspection.

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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