

# Inspection of Noah's Ark Pre-School

Loxley Community Centre, Lincoln Road, Werrington, Peterborough, Cambs PE4 5BW

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Inspection date: 9 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children and parents receive a warm welcome from staff as they arrive at the pre-school. Children engage in conversation about their morning and the opportunities that await them. They say goodbye to their parents and confidently join their friends to explore the wide choice of stimulating experiences the staff have created. For example, children access real vegetables as they role play shopping and use them to create meals in the mud kitchen that they share with both friends and staff members.

Children thoroughly enjoy their time at the pre-school. They feel safe and secure in the friendly environment. Staff provide excellent support for children's emotional well-being. For example, they encourage the less confident children to join imaginative play opportunities by giving them a role to support their participation.

Children receive an excellent language-rich environment as staff actively participate in their play. Staff utilise every opportunity to create stories based on children's interests. This helps to motivate children to engage in activities and stimulates their imaginative play. For example, children construct an obstacle course from planks, crates and pallets. As the children balance, staff suggest they take care to avoid the crocodiles. This excites the children and pretend play unfolds. Staff engage in the make-believe play and construct stories about pirate islands and pirate songs with the children.

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

- The quality of teaching is exceptional. Staff's interactions extend children's knowledge and skills across all areas of the curriculum. For instance, children playing with dinosaurs are directed to reference books where they engage in conversation about the similarities and differences of the various species from the illustrations. They learn the names of the dinosaurs they play with and interesting facts, such as some dinosaurs were carnivores while others were omnivores. They learn the term 'extinct' and recognise that different dinosaurs come from different areas of the planet.
- Staff are highly skilled at supporting children's cooperative play. For example, staff initiate stories with children while playing with the play dough. They encourage children to create props from the dough and support children's participation. They role model turn taking and include each child's idea to extend the story and build on the sequence of events.
- Staff provide a rich curriculum, both in and away from the pre-school. For example, children spend time in the community where they explore the natural environment while collecting leaves and conkers. They visit the library where they enjoy stories told by the librarian. Children engage in exciting activities,

such as hunting for different colours they can find on doors, cars, leaves and animals.

- Children who speak English as an additional language develop their understanding of the English language quickly. They are provided with excellent, individualised support. For example, staff create visual prompt cards to support their understanding of the routine along with the words for the activity. This helps to provide a safe and predictable environment for the children to learn in. Additionally, staff collect phrases from parents to enable them to communicate with children in their home language while they develop their new vocabulary.
- The key-person system is highly effective to ensure that new children and their families receive tailored support to help them settle. For example, home visits are provided to build relationships prior to starting at the pre-school. Parents are left with a photograph of their child's key-person and details of the daily routine. Videos are shared with families to offer reassurance and enable them to see their child at play.
- Parents speak very highly of the pre-school. They value the 'precious videos' they receive, as they have not been spending time in the pre-school following the pandemic. Parents are pleased at how quickly their children settle and the exceptional progress their children make.
- The manager and staff are well qualified. The long-established staff team is committed to providing the best possible care and education for children. The manager conducts regular staff meetings to discuss areas for improvement and raise the quality of their practice further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate excellent knowledge and understanding of the signs and symptoms of abuse, including any concerns associated with female genital mutilation, radicalisation and county lines. They are confident in their understanding of the pre-school's procedures should they need to raise concerns regarding children or adults associated with the setting. The manager holds regular supervision meetings with staff to provide opportunities to discuss concerns. Robust recruitment procedures and ongoing suitability checks ensure all staff are suitable to work with children. The manager ensures all staff receive regular safeguarding training through the local authority and shares any updates during staff meetings.

## Setting details

<b>Unique reference number</b>	256794
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10137471
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	34
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Noah's Ark Pre-School (Werrington) Committee
<b>Registered person unique reference number</b>	RP905266
<b>Telephone number</b>	07951 213 798
<b>Date of previous inspection</b>	6 March 2015

## Information about this early years setting

Noah's Ark Pre-School registered in 1987 and is based in Werrington, Peterborough. The pre-school employs four members of childcare staff, all of whom hold a qualification at level 3, including the manager who also holds early years professional status. The pre-school opens from 9am until 3pm on Monday, Wednesday and Thursday, and from 9am until 12.30pm on Tuesday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise 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 with the manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed interactions between staff and children.
- The manager carried out a joint observation with the inspector of a physical activity in the outdoor area.
- Parents shared their views on the setting with the inspector.

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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