

# Inspection of Noahs Ark Day Nursery

74a, Cavendish Road, Birmingham B16 0HS

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Inspection date: 21 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children enjoy playing outdoors and eagerly explore the soil to look for different insects and bugs. Children enjoy sensory activities, such as sand, as they empty and fill containers. Staff effectively use this activity to cover other areas of learning, such as mathematics. They have discussions with children around 'more, less, full' and 'empty'. However, the quality of staff's teaching is variable. Children do not consistently benefit from good quality learning experiences. This hinders the progress that some children make.

Children show a secure understanding of their routine and follow the adults' instructions. For example, children quickly start to tidy away as staff sing the 'tidy-up' song. Staff effectively managing children's behaviour. They recognise when children achieve something new and praise them for this. This supports children to develop their self-esteem and confidence as they play.

Children confidently ask for help from staff when they require, such as when they cannot open packets of seeds. Overall, they build secure bonds with staff and are happy and safe in their care. However, some children have not been allocated a key person. This means that there is no adult who is responsible for children's individual needs and to build fully secure bonds with them, and partnerships with parents. As a result, some staff and parents show uncertainty about who key people are for the children.

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

- Although leaders provide some support and coaching to staff, this is not effective in ensuring that all staff have the skills and knowledge to help children to consistently make good progress in their learning. Teaching is not consistently good.
- The transitions between key persons requires improvement. Leaders do not ensure that when a child's key person leaves they are immediately allocated another member of staff who is responsible for overseeing their learning needs and working with parents. However, all staff take responsibility to ensure that children are kept safe from harm. So, this limits the impact on children's welfare.
- Staff have high levels of enthusiasm as they engage in children's play. They speak calmly and positively to all children. Staff complete screening on children which identifies any gaps in their language development. However, their use of assessments and observations are not consistently good. Staff do not ensure that teaching and learning experiences match the children's current level of knowledge and skills, to build on what they already know and can do. This results in occasions where children lose interest and they wander away from the activity.

- Leaders plan activities that support children to care about others. For example, children plan ways they can raise money for charity. Staff celebrate different festivals throughout the year that support children to learn about others.
- The curriculum covers all areas of learning. Leaders focus on supporting children's communication and language skills. They also find out any key words in children's home language to communicate with them. At times, staff remodel language well. For instance, as children request for a 'nana', staff remodel and repeat the word 'banana'. This supports children's language development and some children communicate well as they express their thoughts and ideas during their play.
- Due to weaknesses in the key-person system, the partnership working with parents is not fully effective. This said, staff help children to develop a love of books and encourage families to be involved in reading with their children. For example, they access the nursery's mobile library, which parents can use to share books with their child at home.
- Staff encourage children to learn about healthy lifestyles. For example, children enjoy a variety of healthy snacks. Staff also encourage children to be physically active in their play. Children enjoy doing the actions to some of the rhymes as adults sing. Staff regularly encourage children to wash their hands to keep themselves clean before mealtimes.
- Staff create a positive environment as children play. They have clear rules and boundaries that children demonstrate their understanding of. Children listen and attend to all instructions. They show patience as they wait in line to go outside. Children behave well.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are able to identify different types of abuse, such as radicalisation and female genital mutilation. They also know where they can get support and advice from if they are concerned about the welfare of a child. Leaders demonstrate knowledge of who to make referrals to if an allegation is made from an adult. Leaders take effective steps to ensure those they wish to recruit are suitable to work with children. Staff complete regular checks on the environment to ensure it is safe for children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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<p>improve the use of supervisions and the monitoring of staff practice, to identify and address weakness in staff practice and knowledge to ensure that children make the full progress they are capable of</p>	<p>09/08/2022</p>
<p>ensure that all children are given a key person in a timely manner and this is shared with parents, to ensure that their care and learning needs are consistently met</p>	<p>09/08/2022</p>
<p>improve the process of observations and assessments to ensure staff provide children with suitably challenging activities to help them to make good progress.</p>	<p>09/08/2022</p>

## Setting details

<b>Unique reference number</b>	EY550763
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10143579
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Edgbaston Educational Services Ltd
<b>Registered person unique reference number</b>	RP550762
<b>Telephone number</b>	0121 429 2355
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Noahs Ark Day Nursery registered in 2017. The nursery employs six members of staff. All hold appropriate qualifications at level 2 or above. The manager holds a qualification at level 6. The nursery opens from 9am to midday and from 12.30pm to 3.30pm, Monday to Friday, during term time only. They provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Chinyuku

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nominated individual and has taken that into account in their evaluation of the setting.
- The inspector viewed the setting and discussed the safety and suitability of the setting.
- The manager and staff 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 talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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