

# Inspection of Ark in the Park Day Nursery

20 Keyberry Park, Newton Abbot, Devon TQ12 1BZ

---

Inspection date: 7 September 2022

<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	Good
--	------

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

### **The provision is good**

The setting is a friendly, warm and nurturing nursery. It is inviting for children to attend. Although the setting is currently in temporary accommodation, this has been adapted by the management to provide interesting and welcoming learning spaces for the children to feel comfortable and confident in. Healthy and nutritious lunches are provided by the on-site chef. Children enjoy chatting with their friends while eating, and the atmosphere is calm. Older children independently clear their food, plate and cutlery away after meals.

Staff support the children's emotional and mental well-being well. Children have strong relationships with the staff and other children in the nursery. They know how to be kind and help their friends. Behaviour is good.

The children have access to a well-equipped outdoor area where they can enjoy riding on tricycles and scooters. They explore balancing on planks and tyres, have plenty of tables and chairs to sit together outside, and a little house to play creatively. The nursery has two resident donkeys and two pigs, which the children enjoy talking and singing to. These animals also provide children with the opportunity to learn how to care for animals and how to feed them when they go to the enclosure one at a time, with staff.

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

- Relationships between staff and children are strong. Staff know the children and their needs well. Children are happy and confident in their learning and make good progress as a result.
- Managers have created strong and positive relationships with parents. Communication is strong, in person and online. Parents comment that the nursery gives children an excellent grounding to move easily into primary education.
- Managers plan an ambitious curriculum and share what they want the children to learn with the staff. Staff are well supported to plan the activities in the classrooms. Activities are often linked to the local environment and the children's interests. For example, children brought leaves in this week, which led to a leaf-painting activity in two of the rooms. Children engage in their work and develop creative skills and an understanding of nature.
- Children go on trips out to local places with staff, including the local park and supermarket. They learn about their local community and how to help others. For example, children recently visited the local park with the Decoy Rangers to plant trees and help tidy the park.
- Staff support children's independence well by providing self-serving drink areas, child-height coat hooks and opportunities to help prepare the play rooms for

lunch and snack times. Older children receive effective guidance on self-dressing, which helps prepare them for school, as well as fostering their independence in doing things for themselves.

- The managers and staff have developed an effective focus on emotional well-being and mental health for the children. As a result, children are confident in speaking about their feelings and enjoy exploring emotions creatively, drawing what an angry or happy monster might look like, for example.
- The managers and staff have given effective support to children with delays in physical development, post Covid-19 lockdowns. They have extended the types of physical play and equipment available, for example buying more tricycles, ride-on toys and balls in the baby rooms. This focus has been successful.
- Children with special educational needs and/or disabilities (SEND) are well supported. Guidance is well planned, and staff are strongly supported by the nursery's SEND coordinator. Appropriate and timely referrals are made, and any additional funding is used effectively. For example, a sensorial tent has been bought to help children relax and manage their emotions.
- Managers have a good focus on staff learning and development. They are aware of weaknesses to leadership in the 'Big Baby Room' and have plans to change this. However, currently, staff are not receiving the support they need with regards to how they lead a room and its team. As a result, the room lacks direction, and children miss opportunities to develop new skills.
- Managers and staff have developed an environment which supports the children's language and communication skills. Staff use rich language, which extends the children's learning. All the rooms have a focus on reading and establishing a love of books in the children. Interactions between children and staff are positive, but at times staff in the 'Big Baby Room' do not consistently interact meaningfully with children. As a result, there are missed opportunities to extend learning further.

## Safeguarding

The arrangements for safeguarding are effective.

Managers follow a rigorous and effective recruitment procedure and conduct regular appraisals and suitability checks. Staff inductions are thorough, and staff feel well supported. New staff feel confident in their working environment and what is expected of them with regards to safeguarding. They are provided with training and have access to good-quality professional development. Managers have created suitable safeguarding arrangements. Staff are confident in how to put these into practice. The setting makes appropriate referrals to other agencies when necessary.

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

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

- provide more directed leadership in all rooms, particularly in the 'Big Baby Room', to develop staff skills further
- develop staff skills in the 'Big Baby Room' so that they engage in meaningful interactions more consistently with the children.

## Setting details

<b>Unique reference number</b>	154066
<b>Local authority</b>	Devon
<b>Inspection number</b>	10234263
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	78
<b>Number of children on roll</b>	140
<b>Name of registered person</b>	Ark In The Park Day Nursery Limited
<b>Registered person unique reference number</b>	RP909268
<b>Telephone number</b>	01626 324800
<b>Date of previous inspection</b>	27 February 2017

## Information about this early years setting

Ark in the Park Day Nursery registered in 2001 and is located on the outskirts of Newton Abbot, Devon. It opens on weekdays, from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged three and four years. There are 24 members of staff who are employed to work directly with the children. Of these, 17 hold relevant qualifications to at least level 2. The manager has a level 3 qualification, and one member of staff holds early years professional status. The nursery also employs a chef, assistant cook, cleaner and an administrator.

## Information about this inspection

### Inspector

Victoria Jones

## 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 spoke with the staff and children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022