

Inspection of Noahs Ark Pre-School

St Johns Church Hall, Caudwell Hall Road (North East), Ipswich, Suffolk IP4 4QE

Inspection date: 10 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children and families are warmly greeted on arrival at this friendly pre-school. Staff know the children and families well. Children show close attachments to the staff and seek them out to share in their play. Staff use their knowledge of children's family life to support children to feel safe and secure. They enjoy looking at family photo albums from home, to help children feel settled and secure. This enables children to feel confident in accessing the variety of activities available.

Children explore the learning opportunities with confidence and make the most of the inside and outside areas. They use the grass bank in the garden to slide down with friends. Sometimes, they go fast and hold hands with friends. This helps the children to manage their own risks in a safe environment. Children behave well and play cooperatively together. They enjoy each other's company and make friendships. They play team games of football, where they are considerate and share in their successes together. Children develop independence skills, as they find their coats and bags. They are supported to manage their own clothing, zips and fastenings. Children self-select at snack time and pour their own drinks. They are encouraged to make healthy choices.

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

- Children enjoyed a wonderful story-telling experience. Staff create anticipation and a sense of wonder when introducing the story. For example, they ask, 'What's in this box?' in a hushed voice. They use props to bring the story to life, making the story magical for all children to enjoy. However, not enough emphasis is placed on the frequency with which children get to enjoy stories and songs in sessions.
- Children take part in regular visits to their local community, including the church, nature walks and the local shop. Children begin to develop an understanding of their community and are introduced to the concept of money.
- The key-person system is well embedded. Children benefit from this positive relationship. Staff have high ambitions for all the children. Children show a love of learning. Children discover what a magnet will pick up, and how many keys it can hold. Staff celebrate children's discoveries and extend their learning by introducing new concepts. All children have their next steps in learning planned. However, sometimes, staff do not respond quickly enough to children's changing interests during activities, so that their learning is extended as much as possible.
- Staff provide effective support for children who speak English as an additional language. Staff take time to ask parents about keywords in their children's home language and their correct pronunciation. They offer story telling in home languages, and welcome visits from other cultures. Children feel welcome and included in the pre-school. They benefit from hearing other languages spoken

and this supports children in understanding diversity.

- Parents feel well informed about their child's day. They know their child's key person and feel the staff really care about the children and families. Parents talk about the 'family' feel of the pre-school and say that staff are approachable and supportive. They speak highly of the individual settling-in process that supported both their child's needs, and their own.
- Children with special educational needs and/or disabilities receive good support. The staff work closely with the child's family and other professionals. Individual plans are made to support children to make progress, using specific adult-led activities.
- The managers demonstrate a commitment to continuous development, using reflective practice and observation. They work closely with their local early years adviser and are planning visits to other settings to further develop their skills. Managers have implemented a system of staff supervisions and ways to monitor provision. Staff with particular skills are paired with others to share their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The management and staff show a secure understanding of their duty to keep children safe. They know the procedures to follow if they identify a concern about a child's welfare or safety. Staff have good knowledge of the setting's safeguarding policies and who to go to if they have a concern. They are aware of the whistle-blowing policy and know who to report to if they have a concern about a member of staff. The manager ensures the whole team attend regular safeguarding training and regularly take part in discussions to ensure their knowledge is kept up to date. The building is shared with other users on the upper levels and there are good systems in place to keep the children and pre-school area safe.

What does the setting need to do to improve?

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

- enhance teaching so that staff respond quickly to children's changing interests and adapt the environment to continually extend their learning
- ensure that stories and songs are integrated throughout the day, to support the children to develop a love of books and further support their language development.

Setting details

Unique reference number	251580
Local authority	Suffolk
Inspection number	10234419
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	46
Name of registered person	Noah's Ark Pre-School Committee
Registered person unique reference number	RP909036
Telephone number	01473 721252
Date of previous inspection	21 February 2017

Information about this early years setting

Noahs Ark Pre-School registered in 1985. The pre-school employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, three hold qualifications at level 6 and one holds a level 7 qualification. The two managers have qualified teacher status. The pre-school opens from Monday to Friday, during school term time. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Triscott

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 the account in their evaluation of the provider.
- The inspector spoke to staff and children during the inspection at appropriate times.
- The inspector spoke to parents and considered their views about the setting. The inspector read feedback from several parents.
- The inspector viewed a selection of appropriate documentation, including proof of the staff suitability checks.
- The inspector observed staff interactions with children and assessed the impact on the children's learning and development.
- The team manager and the inspector carried out a learning walk. They discussed how the setting plans the curriculum and how they support children to learn.
- The team manager and the inspector took part in a joint observation. They discussed the provision's strengths and the areas that could be developed further to support the children's learning.

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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