

Inspection of Noahs Ark Pre School

Robertson Barracks, Swanton Morley, Dereham, Norfolk NR20 4TX

Inspection date: 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Babies and children grow in confidence and gain new skills in the relaxed atmosphere of this welcoming pre-school. They enjoy playing with their friends and welcome others to join in. Children excitedly look at pictures of themselves and their families and friends that are displayed on the wall. This helps them to feel secure. Daily routines are well thought out to ensure that children can develop their independence. Children have a good balance of being active, when they busily enjoy their play, with more-restful times.

A broad and challenging curriculum is in place for children. This is understood by the skilled and knowledgeable staff team. Adult-led activities are used particularly well throughout the day to give children interesting experiences linked to what they need to learn. For example, older children relax during a soothing and calming yoga session. Toddlers create dough versions of the real caterpillars that they found while digging outside earlier in the day. This helps to develop their physical skills and also reinforces the memory of their earlier learning. Staff introduce new concepts to children and stretch their thinking. Staff challenge older children as they ask children what they know about snow melting. Staff introduce the concept of letter sounds to older children in fun and interesting ways, capturing children's interest and encouraging their engagement.

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

- Leaders and managers take their role in overseeing the pre-school seriously. Robust systems are now in place to ensure that Ofsted are informed about changes to those who make up the registered body. Leaders and managers have a strong vision for the pre-school and make sure that it continuously improves. Additional funding is appropriately used.
- Children show that they feel settled and happy. They easily separate from parents. Parents report how much their children look forward to attending the pre-school. Staff get to know children and their families quickly when they first begin. This enables staff to respond to children's care and learning needs promptly.
- Since the last inspection, staff have increased children's exposure to books and stories. Staff frequently sing songs and rhymes with babies during the day. This supports children's developing language skills. However, the noise levels in the pre-school are sometimes too high for the toddlers to tune in easily to the words that adults are saying at story times. This means that they are less inclined to focus and concentrate on the activity. Some children move away in favour of choosing other play opportunities.
- Managers are aware of any pressures on staff and have clear plans in place to address them swiftly. Staff feel supported, listened to and heard. They are

confident that leaders and managers will address any issues that they raise. Staff complete training, which helps them to contribute to raising the standard of education for children.

- Staff respond to children's interests and teach them well. Staff extend children's learning as they introduce new concepts and words to them. Staff talk to children about their activities, and reframe their learning and misconceptions where needed. However, occasionally, during their free play, older children are less well supported by staff with their learning.
- Children are confident and trusting of others. They seek out emotional support from their key person when they need it. Children speak freely and confidently to staff in age-appropriate ways. Staff allow children to follow their own ideas and interests. Staff delicately support babies and the youngest toddlers to experiment as they explore their cosy baby room.
- Partnerships with parents are effective. The staff tailor their approach to individual children and families. Parents are very positive about the pre-school. They feel welcomed and included in their children's care and education at the pre-school. Parents report that the staff are 'approachable, non-judgemental and supportive'.
- Children with special educational needs and/or disabilities receive good support from staff who understand their needs. Staff work closely with parents and other professionals to ensure that children receive the correct types and levels of support. They carefully reflect on the progress that children are making in response to the purposeful plans in place to support their development.

Safeguarding

The arrangements for safeguarding are effective.

Those with oversight take their responsibility to safeguard children seriously and ensure that systems in place help to achieve this goal. Leaders take prompt action to deal with any safeguarding issues that arise. Staff maintain supportive relationships with families during the times that they need it most. Staff are aware of the possible indicators of abuse and/or neglect, and know how to take appropriate action if they are concerned. Staff know where to find the clear policies and procedures to guide their actions. All staff are appropriately trained to help them to identify any concerns about children's safety and/or well-being.

What does the setting need to do to improve?

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

- provide higher levels of adult interaction to older children during their free play to better support their learning at these times
- find ways to help children in the toddler room to listen to and enjoy sharing books and stories with less distraction.

Setting details

Unique reference number	EY220790
Local authority	Norfolk
Inspection number	10226393
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	36
Name of registered person	Noah's Ark Pre School (Swanton Morley) Committee
Registered person unique reference number	RP908445
Telephone number	01362 627975
Date of previous inspection	28 January 2022

Information about this early years setting

Noahs Ark Pre School registered in 2002 and operates from a self-contained area in the community centre at Robertson Barracks, Swanton Morley. It serves both the military and the local civilian community. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time only. Sessions are from 7.30am to 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Hipperson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector about their activities and interests during the inspection.
- The inspector reviewed essential documentation.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with some parents and reviewed some written feedback from others. The inspector took account of parents' views.
- The nominated individual, manager and inspector had a short meeting to discuss the leadership and management of the pre-school.
- The inspector and the manager carried out a joint evaluation of a planned activity.
- The inspector observed children at play and during adult-led activities both indoors and in the outdoor areas. The inspector evaluated the impact that these experiences had on 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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