

Inspection of Ark Start, John Archer

Ark John Archer Primary Academy, Plough Road, London SW11 2AA

Inspection date: 19 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are quick to separate from their parents at this nurturing setting. They thoroughly enjoy coming into nursery and feel happy and safe as they play and explore. Children benefit from a well-organised environment, and staff plan carefully to meet their interests and needs. Children make independent choices about what they want to play with, with support from visuals used by staff so that they know what is available. This helps with their level of engagement in the activities available. Toddlers repeatedly pour water into water wheels and watch with fascination as the paddles spin around. Older children see how tall they can build their 'house' with wooden blocks before it topples down.

Staff are kind, caring and provide emotional support for younger children when they need it. For instance, staff cuddle children who are still sleepy after a nap. Children begin to learn about their emotions and how to manage them. Staff regularly talk to children about how they are feeling. Children build positive relationships as they play and are thoughtful and considerate of each other. For example, older children help their friends do the zip up on their coats before going outside.

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

- The manager is passionate and driven in her intent to offer the very best early years experience. Staff use children's developing interests and their knowledge of what they need to learn next to provide a curriculum that builds on what children know and can do. The manager and staff ensure that all children receive the help and support they need. They work together with parents and other professionals and use this information when setting targets for learning. This helps all children make good progress from their starting points.
- Children's early literacy skills are progressing very well. There is a key focus on developing these skills in preparation for the next stage of learning and the transition to school. Adults read with expression, and toddlers squeal in excitement as they listen intently. Children dress up to help re-enact the story of 'The Three Little Pigs.' They are later heard using phrases from the story in independent imaginative play.
- Staff use a variety of opportunities to develop children's communication and language skills. They provide a narrative for children as they play, introduce words like 'funnel' and 'cog' to broaden their vocabulary and reinforce instructions with Makaton signs. For children who speak English as an additional language, staff find out words in their home language and use these in their interactions with them. This helps all children to make good progress in this area.
- Staff challenge children as they learn and encourage them to think for

themselves. For instance, adults ask younger children how they might stop their construction from wobbling, and older children test out varied surfaces, to work out which one is easiest to attach an item to through suction. This helps develop children's critical-thinking skills.

- Overall, children behave well. They use good manners and remember to say 'please' and 'thank you'. Adults use a sand timer so that children know how much time they have to play before they need to tidy up. This helps children respond positively to transitions between routines. However, occasionally, when children display unwanted behaviour, staff are not always consistent in their responses, and other children repeat the same behaviour.
- Overall, children's self-help skills develop well. Children feed themselves cereal, clean tables after snack time and put their coats on. However, there are occasions when adults do things for children rather than giving them the opportunity to try for themselves. For example, staff wash toddler's hands for them before lunch.
- Staff work very hard to meet the needs of children and parents. Parents say that they receive 'amazing support' and that home visits with their children's key worker and the nursery's family support manager helps children transition into the nursery smoothly. Staff share information daily about children's care and learning. This helps to support the continuity of care and learning between home and the setting.
- There is a strong focus on continually developing staff skills and knowledge. Staff make good use of knowledge they acquire from training. For instance, staff use strategies from an emotional literacy course to help children begin to understand their own emotions.
- The nominated individual failed to notify Ofsted of a change in the manager of the setting. While this is a statutory requirement, this did not have an impact on the children or the running of the setting. The nominated individual has improved her knowledge of required notifications to ensure this does not happen again.

Safeguarding

The arrangements for safeguarding are effective.

The nursery maintains a robust recruitment procedure to ensure that all staff are suitable to care for children and check their ongoing suitability. Staff receive an intensive induction process when they start. They regularly update their training and are knowledgeable about their roles and responsibilities relating to child protection. Staff have a good understanding of signs and symptoms that would cause them concern. Policies and procedures are in place, and staff have a clear understanding of the whistle-blowing procedure and how to report concerns about children.

What does the setting need to do to improve?

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

- provide a more consistent approach to behaviour management to better support children's understanding of appropriate behaviour
- strengthen opportunities for children to develop their self-help skills further.

Setting details

Unique reference number	2601916
Local authority	Wandsworth
Inspection number	10251585
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	45
Name of registered person	Ark UK Programmes
Registered person unique reference number	2601915
Telephone number	07967477971
Date of previous inspection	Not applicable

Information about this early years setting

Ark Start, John Archer registered in 2020. The setting is located in the London Borough of Wandsworth. It operates on weekdays, from 8am to 5pm, for most of the year. The manager holds a level 6 qualification in childcare.

Information about this inspection

Inspector
Jacquie Brown

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- The inspector conducted a learning walk with the manager to discuss how the curriculum is planned and what opportunities are available for children.
- A joint observation was carried out with the manager, and the impact of this on children's learning and development was evaluated.
- Children, staff and some parents spoke with the inspector and shared their views.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector sampled a range of documentation, including staff's first-aid certificates and evidence of staff suitability.

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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