

Inspection of The Ark Day Care Nursery

48 Grosvenor Road, DAGENHAM, Essex RM8 1NL

Inspection date:

22 March 2023

Overall effectiveness

Requires improvement

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the setting happy and are welcomed by friendly staff. As children start at the setting, staff gain information from parents about the skills and knowledge their children already have. Children have a key person identified. This information, however, is not always shared with parents. At times, parents are not notified of changes to this role and do not always know who their child's key person is.

Children are aware of the setting routine. They move successfully from free play to circle time, knowing to tidy up before they sit down. Staff create props to support children's involvement in song and story time. Older children choose songs from a range of song sheets while younger children choose props to support independent choices. The provider has a good understanding of the curriculum intentions. However, information is not consistently cascaded down to the staff team. This results in inconsistencies in teaching.

Despite these weaknesses, children access activities and toys independently and spend long periods of time at activities of their choosing. Children develop friendships with each other and enjoy playing alongside each other. They welcome staff into their play, particularly when sharing picture and story books.

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

- The setting has undergone a lot of changes in recent times, and staff changes have had a significant impact. The provider is aware of the areas for development and is working closely with the staff team, local authority and other professionals to embed changes and support staff development. Staff feel well supported by the provider. They talk confidently about training they have attended and embedded, including storytelling.
- Children behave well. Generally, they understand staff's expectations of them. However, behaviour management is not always consistent across all staff members. Therefore, children do not always understand what is wrong with their behaviour and how to learn from their mistakes.
- Staff provide a range of opportunities for children to develop their communication and language skills. Children enjoy song time, listening to staff sing songs and joining in with the parts they know. In the garden, staff talk to children about the sounds they can hear. They listen out for the aeroplanes, searching for where they are in the sky. Staff talk to children during activities and narrate what they are doing. This exposes children to spoken English language.
- Children with special educational needs and/or disabilities (SEND) are supported in the setting. Parents share information with staff about their children's

additional needs. However, staff do not gather information effectively from other professionals to ensure that children have access to the support they need. The setting's special educational needs coordinator (SENCo) is undertaking training to provide further support.

- Children benefit from access to a garden area, where they develop their physical skills and learn about the world around them. Children explore the digging area, using different tools to create different ways of moving the soil around. At mealtimes, children benefit from healthy meals and snacks. Staff talk to children about different fruits they eat and may enjoy trying.
- Staff use children's interests and story books to plan activities. However, staff do not use effective assessment strategies consistently to look for gaps in children's learning. Therefore, activities do not always have a purpose and children often play independently. For example, staff take children into the sensory room to expose them to different textures and introduce new vocabulary. The planned activity is not appropriately supported by staff. They overlook opportunities to talk to children about the toys they are playing with. As a result, children quickly become disengaged and move on.
- Parents talk about how happy their children are at the setting and the relationships their children have created with the staff team. Parents state that they do not receive information on their children's individual development. As a result, parents are not consistently provided with ways to support learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the setting's procedures for reporting any concerns they may have about a child. Staff are aware of how to keep children safe and are confident to report concerns independently. Staff are knowledgeable about the process for reporting any allegations made about other colleagues and challenge behaviour that may cause concern. All staff complete regular training to enhance their knowledge of safeguarding. The provider ensures the ongoing suitability of all staff members. Safer recruitment processes are in place for all potential new staff members.

What does the setting need to do to improve?

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

	Due date
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improve the quality of teaching and learning to a consistently good level to offer all children experiences that support, challenge and extend their learning further	21/05/2023
ensure that effective arrangements are in place to support children with SEND by gathering and sharing more detailed information with parents and professionals	21/05/2023
strengthen the key-person system and information sharing with parents to ensure that all parents know their child's key person and next steps in learning	21/05/2023
ensure that assessment is used effectively to identify next steps for each child and to tailor support to their individual needs.	21/05/2023

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

- support staff to provide a more consistent approach when managing children's behaviour.

Setting details

Unique reference number	EY450091
Local authority	Barking and Dagenham
Inspection number	10280260
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	59
Number of children on roll	22
Name of registered person	THE ARK DAYCARE NURSERIES LIMITED
Registered person unique reference number	RP514805
Telephone number	0208 984 1691
Date of previous inspection	7 September 2017

Information about this early years setting

The Ark Day Care Nursery registered in 2012. It is situated in Dagenham, in the London Borough of Barking and Dagenham. The nursery operates Monday to Friday, from 9am to 3pm, term time only. The nursery employs five members of staff, including the manager. One member of staff has qualified teacher status, one has an early years qualification at level 3 and another at level 6. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

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 provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector and provider talked about the education provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation during an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

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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