

# Inspection of Sarah's Ark Ltd

Hollands Farmhouse, Wigan Road, Leyland, Lancashire PR25 5UD

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Inspection date: 25 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive excited, enthusiastic and eager to learn. They are greeted by happy and welcoming staff and leave their parents with ease. Children settle very quickly within the child-friendly and inviting environment. They display lots of confidence as they engage in activities of their choice. Children delight in story time. They sit comfortably and listen with intent. Staff have established close bonds with the children and know them well. Children communicate their needs, and staff are very attentive. Staff support children to recognise and name their emotions and those of others. Children have opportunities to talk about how they are feeling at group times. Less confident children are encouraged to give a thumbs up or thumbs down.

Children demonstrate a positive attitude towards their learning. They are polite, and their behaviour is very good. Children show kindness and concern for one another. They learn to share and negotiate when taking turns. For example, pre-school children are thoroughly engaged as they work together to turn over logs to find minibeasts. They look carefully at the minibeasts they have found while sharing the magnifying glasses. Children are well prepared for the next stage in their learning, including school.

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

- The manager and her staff work well as a team, drawing on each other's strengths. Staff have access to a range of professional development opportunities. However, their professional development does not always focus on supporting children's learning and development. As a result, staff do not consistently extend children's learning.
- Staff work closely with parents right from the start to assess and plan how to meet children's individual needs. This works particularly well for children who have significant health or medical needs. The manager and staff seek information from parents to help them establish specific care plans for their children. This means children's health and well-being are prioritised.
- The management team has high expectations of all children. Children make good progress in their learning and development from their starting points. The quality of the curriculum is well planned and sequenced. However, staff sometimes plan activities that are not focused enough on what they want children to learn. This means that, at times, some children are not able to achieve the identified learning intentions.
- Overall, staff interactions during play help to promote children's communication and language skills. They enhance older children's experiences by introducing new words and asking open-ended questions. In the rooms for younger children, staff sing songs and rhymes with the children. They also introduce single words

as children play. However, staff who work with younger children do not always promote language development as well as possible. This means that children are not always able to hear a rich variety of vocabulary, to help support their developing communication and language skills even further.

- Staff promote children's early mathematics skills effectively. They provide children with opportunities to explore and write numbers. Staff also help children to count and use mathematical language, such as 'larger' and 'smaller'. Consequently, children are gaining a positive attitude and interest in early mathematics.
- Children are learning the importance of living a healthy lifestyle. For example, they access the outdoors daily to be active and gain some fresh air. Staff discuss healthy eating choices at mealtimes, and children enjoy brushing model teeth with real toothpaste and brushes. Staff also explain the importance of reaching all areas of the teeth, to further support their oral hygiene.
- The manager and staff are very reflective. They use evaluation effectively to make improvements to the nursery provision. For example, staff have recently made changes to the lunchtime routines to enhance the experience for the children.
- Partnerships with parents are strong. Staff keep parents informed about their child's development through various methods, including regular parents' evenings and daily feedback. This helps to promote the continuity of care, learning and development. Parents comment positively about the nursery and staff. They say that 'staff build great relationships with children'.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to identify if children are at risk of harm. Policies and procedures are in place that provide the manager and staff with information about where to report concerns about children's welfare. The manager keeps up to date with any local and national safeguarding priorities. She ensures that staff complete regular online training so that their knowledge is kept up to date. Staff carry out regular risk assessments around the nursery to ensure that any potential hazards are minimised. The manager follows robust procedures when new staff are recruited.

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

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

- enhance targeted professional development opportunities for staff, to further support children's learning
- support staff to plan activities that are sharply focused on what they want children to learn

- support staff to make the most of their interactions with younger children, to progress their speech and language skills further.

## Setting details

<b>Unique reference number</b>	EY294449
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10288806
<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>	41
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Sarah's Ark Ltd
<b>Registered person unique reference number</b>	RP525044
<b>Telephone number</b>	01772 422 499
<b>Date of previous inspection</b>	1 November 2017

## Information about this early years setting

Sarah's Ark Ltd registered in 2004 and is situated in Lancashire. The nursery employs ten members of childcare staff. Of these, nine staff members hold a qualification at level 3 and one holds level 2. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out joint observations of activities and evaluated the effectiveness together.

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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