

Inspection of Noahs Ark Day Nursery

74a, Cavendish Road, Birmingham B16 0HS

Inspection date: 13 June 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

Children flourish in this warm and nurturing nursery. As they arrive, they separate from their parents with ease and eagerly enter the playroom ready to start their day. The environment is stimulating, which helps children to promptly get involved in their learning. They choose what they want to play with and settle in very quickly. Key persons are kind, caring and attentive. They are on hand to give comfort and reassurance to children on the few occasions they may need it.

Children are continuously busy throughout their day. They develop their fine-motor skills as learn to hold scissors correctly to cut through card and other materials. Children's early mathematical skills are enhanced as they identify shapes that they have cut and begin to learn about what a rectangle is. Outdoors, children express interest in a book about animals, and staff help to look for snails they have seen in the garden. They use portable boards and pens to practise their early writing skills as they draw pictures of what they have seen. Staff have high expectations for every child. They encourage children to become independent in managing their own care routines. Children learn how to independently go to the toilet, wash their own hands and pour their own drinking water when they are thirsty. This helps them to gain skills in readiness for the next stage in their learning.

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

- Leaders and managers are extremely passionate and ambitious. They have made significant improvements since the last inspection and are committed to giving every child the very best start in life. Leaders and managers are highly reflective and engage with other professionals to accurately evaluate the quality of provision. They are continuously striving to improve on the already good quality of care and education that children receive.
- Managers have identified a coherent and well-sequenced curriculum which is fully understood by staff. They know what they want children to learn, and staff deliver this effectively. As a result, children gain knowledge and skills that are essential for the next stage in their learning.
- Children's communication and language development is given top priority by managers and staff. They use every opportunity to interact purposefully with children and frequently introduce new words. Children who speak English as an additional language receive excellent support. Staff build on these children's skills gradually and model speaking one word at a time, which children successfully follow. Consequently, all children are supported to become fluent communicators.
- The quality of teaching is consistently good. Staff provide plenty of opportunities for children to practise what they have learned so that this is remembered. Children confidently recognise letters and numbers they know and can count

accurately. However, on occasions, staff do not fully extend activities to stretch learning even further for the most-able children.

- Children benefit from a secure relationship with their key person. Key persons get to know each child very well. They use their deep knowledge of children to plan exciting experiences that they know children will enjoy. Children form sound relationships with their key person and seek them out when needed. This helps to ensure that every child's individual needs are met.
- Children behave very well. They play alongside each other and share resources during activities. Outdoors, they take turns in blowing bubbles and chase after those which their friends have made. That said, sometimes, staff do not recognise when children need more time playing because they have been sitting for group activities for a longer time. This causes some children to struggle with following instructions, such as standing in a line.
- Staff teach children about the importance of brushing their teeth to promote their oral health. The nursery follows a healthy eating programme, which means that children receive healthy snacks and meals. Children also benefit from daily opportunities to exercise and gain fresh air.
- Staff consistently report that they receive high levels of support from managers. Routine supervision takes place to provide staff with opportunities to discuss their performance, training needs and any support they may need. Staff and managers regularly observe each other to share good practice. This contributes towards the continually improving quality of teaching.
- Parents are extremely happy with the care and education that their children receive. They comment enthusiastically about the progress they have seen in their child's development, particularly regarding their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete a broad range of training courses about different safeguarding issues. Consequently, they have a sound knowledge of signs that could mean a child is at risk of harm. Staff know how to report any concerns they have about children. They know what to do if they have a concern about the conduct of another member of staff. Rigorous risk assessments are carried out daily to ensure that children are provided with a safe learning environment. Managers follow robust procedures when recruiting staff to assess their suitability to work with children. Ongoing checks are routinely carried out to help ensure that staff remain suitable for their roles.

What does the setting need to do to improve?

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

- review the organisation of routines to allow children more time to deeply engage in their play and learning
- enhance staff's teaching skills even further to provide challenge for the most-able children in order to continually stretch and extend their learning.

Setting details

Unique reference number	EY550763
Local authority	Birmingham
Inspection number	10247484
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	3 to 4
Total number of places	50
Number of children on roll	23
Name of registered person	Edgbaston Educational Services Ltd
Registered person unique reference number	RP550762
Telephone number	0121 429 2355
Date of previous inspection	21 June 2022

Information about this early years setting

Noahs Ark Day Nursery registered in 2017. It is in Edgbaston, Birmingham. The nursery opens Monday to Friday during school term times. Sessions are from 8.45am until 3pm. The nursery employs four members of staff, three of whom work directly with children and are qualified between level 3 and level 6. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector and provided their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The manager and the inspector completed a joint observation to evaluate the effectiveness of teaching.
- The inspector held a meeting with the provider and the manager, and looked at relevant documentation 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023