

Inspection of Noah's Ark Nursery

North Cotes College, Kenneth Campbell Road, North Cotes, Grimsby DN36 5XU

Inspection date: 20 November 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 greeted by warm and friendly staff when they arrive. Babies settle very quickly into the arms of staff, who know and mirror the care routines they receive at home, helping them to feel secure. Older children scream with excitement when they enter the nursery and are excited to join in planned activities staff offer them. For example, when staff ask children to take it in turns to identify which 'bean' they would like to be, they listen and follow instructions. Children are physically active as they run on the spot when they decide to be a runner bean. When children pretend to be beans on toast, they lay flat on the floor.

Children have opportunities to learn about similarities and differences in society. For example, the manager invites parents and members of the community to speak to children about different countries they have travelled to around the world and their different occupations. Staff ensure that these people have appropriate Disclosure and Barring Service checks in place and are never left alone with the children. Thereby, promoting children's safety. All children, including those who speak English as an additional language, are supported to have a sense of belonging in the nursery. For example, staff display photos of children's families and provide them with access to images from their home countries.

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

- Children who speak English as an additional language are supported very well by staff with their language development. For example, staff use children's home language to help them understand the meaning of English words. This contributes to children quickly beginning to use English words to communicate and show confidence in the conversations they have with staff.
- The manager and staff know the children well. They observe and assess children's development and identify what they need to learn next. This includes the manager and staff supporting babies to develop their physical skills. For example, they hold onto babies' hands to encourage their early walking. Staff offer them push-along toys to use in the garden, giving children encouragement to develop their balance and coordination.
- Overall, staff support children to develop their understanding of mathematics well. However, staff are not consistent in supporting children to build on their knowledge of shapes. For example, they help children to recognise different shapes during planned activities but not during children's self-chosen play.
- The manager and staff place a strong focus on helping children to develop a love of books. They read and tell children stories. These include encouraging children to take part in the story telling, giving them costumes to wear to reflect characters in the story. This encourages children to take an active part in the story telling. Children remember favourite stories that staff read to them, such

as those from the Bible.

- The manager supports her staff through, for example, supervision meetings. This gives staff opportunities to reflect on their practice and identify professional development opportunities. Recent training in staff meetings, helps staff develop their knowledge of how to introduce sign language to support children's communication skills. This is particularly beneficial for babies, encouraging them to communicate their needs.
- The manager and staff practise drills with children to help them understand what to do in the event of a critical incident or fire in the building. However, staff do not support children to understand how to identify and what to do if they encounter potential risks when they use devices to access the internet at home.
- The manager and staff share information with parents about their children's achievements, daily routines and how they plan to support their development. This helps to keep parents informed about their children's learning. Parents say they appreciate their children learning to speak English and parts of the Bible.
- Staff encourage children's independence. For example, they give children time and encouragement to put on their hats, scarves and coats by themselves. Staff praise children when they do this, recognising their achievements and helping to raise children's self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows robust recruitment and induction procedures to help ensure that staff are suitable in their roles. The manager and staff complete safeguarding training to keep their knowledge current. They know how to identify concerns about children's safety and where to report these. The manager and staff carry out risk assessments to help identify and remove any potential hazards in the environment. Safety gates are at the entrance of each playroom, stopping children from leaving rooms unaccompanied. Staff maintain a safe and secure environment for children to play and learn in.

What does the setting need to do to improve?

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

- support staff to strengthen their interactions with children during self-chosen play to help build on their understanding of shapes
- develop staff's knowledge of how to help children identify and know what to do if they encounter potential hazards when they use the internet at home.

Setting details

Unique reference number	2637865
Local authority	Lincolnshire
Inspection number	10295705
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	33
Number of children on roll	12
Name of registered person	New Tribes Mission
Registered person unique reference number	2637863
Telephone number	01472387737
Date of previous inspection	Not applicable

Information about this early years setting

Noah's Ark Nursery registered in 2021 and is situated in North Cotes, Lincolnshire. It supports children to learn about Christianity. The nursery has four members of childcare staff and one student placement. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, during term time. Sessions are from 8.15am until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 manager, deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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