

Inspection of Noah's Ark Kindergarden

26 Reginald Street, Chapeltown, Leeds LS7 3HL

Inspection date: 20 June 2024

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

The quality of education and children's overall experiences in the nursery are variable. Staff do not consistently implement a well-planned curriculum. The provider does not monitor staff knowledge well enough to ensure they are confident in all safeguarding procedures.

Staff create a calm, welcoming environment, which helps children to feel safe and settled. Children enter confidently and play happily. They develop secure attachments to staff and approach them for reassurance when needed. Key persons have some relevant knowledge of their key children, which gives them a basic understanding of their needs moving forward. For example, they use what they know about children's interests to help children when they first start. Settling-in sessions are used well to help staff get to know children and their families. Information about children's care needs, dietary requirements and allergies is obtained from parents before children start. All children enjoy varied snacks and meals cooked freshly by the nursery cook.

Children behave well, and staff support them to understand rules and expectations. They learn to be kind to each other, share and take turns. Older children confidently tell the inspector that 'sharing is caring.' Overall, staff support children's personal, social and emotional development well. Staff sit with children as they play at their chosen activity. Children learn about the world around them and their place in society. They visit places of interest in the local community, such as the local park and a nearby care home. They learn about other cultures through special events and celebrations.

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

- Staff carry out some observations and assessments of children's development and plan a range of activities for children to engage in. However, they do not use information from assessments to implement a well-planned curriculum. Staff do not sequence learning to ensure it builds on children's prior learning. This prevents children from making the progress they are capable of.
- There are effective systems in place to ensure staff are suitable to work with children. However, the provider does not always monitor staff's understanding of wider safeguarding issues, such as the role of the local authority designated officer, should they wish to confidentially report a concern about another member of staff.
- Children follow the routines of the nursery well and engage in small-group activities. However, parts of the curriculum for literacy are taught to all children regardless of their ability. The manager has not ensured that staff teaching children to link letters to the sounds they make have appropriate subject

knowledge. This leads to some children not being ready for this level of learning, and they disengage, while others have misconceptions left uncorrected.

- Staff support children who speak English as an additional language well. They give careful consideration to ensuring that the needs of children and their families are met. They develop effective partnerships with parents and other professionals, including the local college, to offer support and guidance to the families.
- All children have opportunities to play outdoors in the fresh air each day. They develop their physical skills as they climb, run and negotiate spaces safely. Staff support older children to develop their small-muscle skills; for instance, children use chalk and pencils to make marks. Children thoroughly enjoy using small watering cans to water the vegetable beds.
- Children are developing some skills they need for the future, including starting school. For example, older children are encouraged to use the toilet independently. At snack time, younger children develop skills such as peeling their own banana. However, staff do not plan sufficient opportunities to incorporate mathematical concepts, such as counting, size and recognising colours, throughout everyday activities.
- The manager does not ensure that good training, support and coaching for staff is in place to help them fulfil their roles. In addition, they do not monitor staff practice effectively to ensure children receive good-quality learning experiences. Self-evaluation does not adequately identify and address weaknesses in order to improve the quality of provision to a consistently good level.
- Partnerships with parents are suitable. They use a range of useful ways to inform parents about the nursery and their child's care and learning. These include electronic systems, newsletters and exchanging information with parents as children are collected.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that all staff are confident of the role of the local authority designated officer, to ensure referrals are made in a timely manner where there are concerns about an adult working with children	19/07/2024
implement a well-planned and sequenced curriculum that takes into account children's interests and next steps in learning and is designed to help children make the best possible progress	26/07/2024
implement effective coaching and supervision arrangements for staff, to review the quality of teaching, to identify training needs, and to ensure all staff have the skills and knowledge to fulfil the requirements of their role.	26/07/2024

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

- review the curriculum for literacy so that specific skills are taught only to children who are ready for this learning and led by staff with appropriate subject knowledge
- support staff to maximise opportunities to extend children's mathematics skills during everyday activities
- make better use of self-evaluation to identify and address weaknesses to improve the quality of provision to a consistently good level.

Setting details

Unique reference number	EY341664
Local authority	Leeds
Inspection number	10335785
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	2 to 4
Total number of places	50
Number of children on roll	20
Name of registered person	Patricia Bernard and Dennis Bernard Partnership
Registered person unique reference number	RP526538
Telephone number	0113 2627000
Date of previous inspection	27 June 2018

Information about this early years setting

Noah's Ark Kindergarten registered in 2006 and is located in Chapeltown, Leeds. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shirley Maynard

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 during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the senior nursery nurse.
- The manager and inspector completed a learning walk together.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection. She took account of written testimonials of parents' views.

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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