

# Noah's Ark Pre-School

Inspection report for early years provision

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**Unique reference number** EY277774  
**Inspection date** 29/01/2010  
**Inspector** Gail Robertson

**Setting address** Princecroft Lane, Warminster, Wiltshire, BA12 8NT

**Telephone number** 07759211172

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Noah's Ark Pre School opened in 1991. It operates from a mobile classroom in the grounds of Princecroft Primary School in the town of Warminster. Disabled access is difficult because there are steps to the entrance and no ramp. There are however, plans for a rebuild later in the year which will include access for wheelchair users.

The setting is registered on the Early Years Register for 20 children. There are currently 21 children from two to five years on roll. This includes 12 funded three year old children, and three funded four year old children. Children attend for a variety of sessions. The setting currently supports children with special educational needs. There is no child at present on roll for which English is an additional language. The group opens five days a week during school term time. Sessions are from 09:00 until 15:00.

There are four part-time staff members who work with the children, two have National Vocational Qualification at Level 3 and two are working towards this level of qualification. One member of staff is undertaking a higher degree level qualification. The setting receives support from the Early Years Development and Childcare Partnership. There are links with other providers and in particular the host primary school and Sure Start.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Noah's Ark is a 'WOW' place for children to come to learn and develop. They make good progress because of the good levels of teaching and encouragement given by the dedicated, caring staff. The impressive manager has a clear vision of the early years documentation and gives a high quality service to supportive parents and their children. A high commitment to continual improvement and self-evaluation is resulting in further improvements. There are close links with the host primary school and other providers.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- encourage parents to contribute to children's learning journeys
- add value to the children's learning involve the children in making daily safety checks of the premises so they become more aware of how to keep themselves safe
- enrich children's learning ensure that all activities contain opportunities for challenging more able children in order to accelerate their learning.

## **The effectiveness of leadership and management of the early years provision**

All the records, policies and procedures that are necessary for the safe and effective management of the pre-school are well maintained, regularly updated and shared with parents. There are effective arrangements to protect children. Staff have a clear understanding of their legal duties and responsibilities regarding child protection issues. Staff are actively encouraged by the manager to further their knowledge through continuous training to keep up to date with new legislation and current educational and care ideas. Children are secure and safe. Staff check regularly for potential hazards but do not involve children to help them know they are safe.

The manager and staff work really well together, they drive improvement in the setting very successfully. There is an effective system to evaluate the quality of the provision and to identify areas for future improvement. As the manager said, 'I know we are good.' The few recommendations from the previous report were quickly actioned and now part of the procedures and practice. Paper work is well organised for quick retrieval. Everyone is encouraged to contribute their thoughts, ideas and suggestions if not directly, then via the 'Noah's Nudge Box!' Children have good opportunities to share their views and they are confident enough to do so.

This is a very inclusive setting where equality and diversity and the needs of all children and adults are fully respected. They enjoy each others company, they laugh and work hard. The manager is anxious to provide parents with the best service possible. The needs and interests of most of children are identified and met, although the more able are not always challenged sufficiently. Staff go that extra mile with those children who experience difficulties and disabilities.

The setting has outstanding links with parents. They all spoke highly of the information they were given and the efforts the staff go to. One said, 'It is brilliant here.' At the start of children's records, known as learning journeys relevant and necessary information is obtained from parents and other sources so that children's needs are appropriately met. Parents know about the learning journeys, but are reluctant to give their contributions. Children have access to their development story and thoroughly enjoy looking at the photographs and work samples that staff have carefully selected to illustrate their progress and achievements.

## **The quality and standards of the early years provision and outcomes for children**

Children enter the setting confidently, happily and ready to explore the interesting activities planned for their needs and interests. Children are pleased to see their friends and immediately set to work. All children are provided with a good range of activities to help them learn and develop, but the more able children are not always sufficiently challenged to extend their development and learning further.

The promotion of children's health is a priority within the setting and as a result, children show an outstanding awareness of healthy living. Children have access to a drink throughout the session. At snack time they know that they must pay attention to washing their hands and watch the staff clean the tables before the food is put on them. There is a super choice of fruit. Staff have high expectation of politeness and good manners. A healthy drink is provided and even the youngest are expected to pour their own glass. Snack time is used well to promote healthy eating, hygiene, a time to count, recognise words and sounds and to relax and enjoy each others company.

The setting is most welcoming, made attractive and cosy, and children have a great sense of belonging. Children and staff share a warm and caring relationship, consequently children readily say that they feel safe. A wealth of good quality resources are well organised and do not clutter the accommodation. They are at the children's height allowing them to be independent and responsible for what they wish to play and work with. The planned daily programme arises from the staff's observations, assessment and monitoring the children's individual progress. This is effective and is backed up with many types of evidence including photographic and short reflective accounts of what they did. Children's good achievement is celebrated on 'The Noah Knows Board' and shared with everyone.

Children contribute extremely well and put their whole efforts into completing jigsaws, exploring the imaginary path of the bear hunt, reminding visitors to cross the river carefully and not to get stuck in the muddy patch. They become absorbed in learning, concentrate well and pay attention to what the adults tell them. They share equipment and play together without fuss. Children rise to praise. On the day of inspection it was far too wet to go outdoors but photographic evidence shows children work equally hard outside, digging, climbing, running, jumping, exploring, having a story and writing number.

Children are well prepared to go on to their next phase of learning at the age of five as they have been given many opportunities to help them develop good attitudes to learning and a great excitement in finding out about the world around them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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