

# The Ark Nursery

St Georges C of E Primary School, Kesteven Road, STAMFORD, PE9 1SX

## Inspection date

Previous inspection date

03/03/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children            | 2 |
| The effectiveness of the leadership and management of the early years provision        | 2 |

## The quality and standards of the early years provision

### This provision is good

- Good quality teaching provides children with a secure base to support their learning and ensures that they make good progress.
- Children are kept safe within the nursery in a secure environment and because the staff's in-depth understanding of how to keep children protected.
- Leadership of the nursery is strong; this increases the quality of the overall experience for children and their families.
- Children take part in a wide range of imaginative activities that are linked to their individual learning needs.

### It is not yet outstanding because

- There is scope to maximise the good partnerships with parents by sharing additional information about children's progress in order to close gaps in learning even more quickly.
- Occasionally, adult-led activities, such as 'talk time' are not fully enhanced in order to extend all children's learning, in particular for the younger children, consequently, they sometimes become distracted.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities within each room of the nursery and the outdoor play areas.
- The inspector conducted a joint observation with the manager.  
Assessment records, planning documents, the improvement plan, policies,
- qualifications of the staff and their suitability was checked. Safeguarding policies and procedures were also viewed.
- Discussions were held with the manager, parents, staff and children.

**Inspector**  
Ben Hartley

## Full report

### Information about the setting

The Ark Nursery was re-registered in 2013 on the Early Years Register. It operates from a mobile building in the grounds of St Georges, Primary School in Stamford, Lincolnshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. All of these hold appropriate early years qualifications. One member of staff holds Early Years Professional Status. The nursery opens Monday to Friday term time only. Sessions are from 9.15am until 3.15pm. Children attend for a variety of sessions. There are currently 26 children on roll in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. Supports children with English as an additional language.

### What the setting needs to do to improve further

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

- enhance partnerships with parents further by sharing additional information about children's progress in order to identify and close gaps in learning even more quickly
- consider how 'talk time' and other adult-led activities can be maximised in order to extend all children's learning, in particular for the younger children.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The overall quality of teaching within the nursery is good, this ensures that children make good progress. Staff interact well with children, asking them good open questions that extend their learning further. These questions are also differentiated based on the child's stage of development. For example, during a painting activity a member of staff successfully engages two children of different abilities with the use of open questioning. This allows children to develop their own ideas and investigate, reaching their own conclusions. Activities are planned according to children's interests and next steps. Regular assessments are undertaken and the information is utilised by the nursery to effectively plan to meet children's individual learning needs. However, despite a good deal of information being shared with parents, the assessment tracking document about their child's progress is not fully shared. As a result, some gaps and areas for development in children's learning are not worked on collaboratively by the nursery and the parents. Therefore, they are not closing as quickly as some other areas of learning that have been identified within assessments. The nursery are taking good measures to support children with English as an additional language. For example, using flash cards in order to help promote their understanding. Accordingly, these children are acquiring good language

skills. There is a wide ranging curriculum that offers children a range of learning opportunities. For example, the nursery use books skilfully to extend children's knowledge and garners their interest in them. As a result, children are able to identify some familiar characteristics of books such as the author. They are also able to name other stories written by the same author.

The nursery are taking positive measures to increase children's readiness for school. For example, they have started to use the phonics system utilised by the school. This supports children in their acquisition of language as well as making their transitions easier. Children have opportunities to take part in other events within the school such as nativity plays. There is a wide variety of activities and this ensures that children remain interested and engaged in their chosen activities. Children have opportunities to engage with information and communication technology resources and equipment and use it skilfully. Staff use group times well, however, they are not fully utilised particularly for the younger children. For example, during a story they sit for the same length of time as the older children and, in doing so, their interest wains slightly towards the end of the activity. Children enjoy opportunities to play with a range of creative resources including, paint, sand, water and mud. The nursery take positive measures to increase children's independence and sense of responsibility. For example, older children are given responsibility to be 'helpers'. This means they give support for younger or new children and help with setting up lunch and other responsibilities.

Parents comment positively on the nursery, in particular they enjoy the opportunities to come in and share learning experiences with their children. They also commented on the warmth of the staff and felt that this supported their children and helped them to settle. The nursery hold regular parents' evenings and are taking effective steps to engage parents in a variety of ways.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settled within the nursery and enjoy a calm environment that is resourced and planned well. Children enjoy taking part in a wide range of activities using an imaginative range of resources. For example, the nursery have recently developed a mud kitchen in their outdoor environment. This allows children to explore freely and they enjoy doing so using a variety of resources including saucepans and stones. Children have formed secure attachments with the friendly and caring staff. This is partially facilitated through an effective key person system that allows children and families to develop meaningful relationships to support and extend children's learning. This contributes to children's positive emotional well-being. Staff are deployed well in order to allow children to explore the environment freely. For example, staff communicate well about children's movements and follow them effectively between the indoor and outdoor environment. This also ensures that children are supervised well at all times throughout the environment. The nursery have developed a variety of opportunities for children to take manageable risks. For example, allowing children to climb trees with appropriate supervision, as well as developing children's ability to manage risks it also has a clear impact on their physical development.

The nursery take positive measures to teach children about maintaining healthy lifestyles. For example, parents are encouraged to provide a balance of nutritious items in children's lunchboxes as well as considering quantity. Additionally, children then follow an order for their lunch, eating their 'treat' last. This allows children to learn about the differences between healthy and unhealthy food choices. Children have daily opportunities to engage in physical exercise. The environment is safe, secure and well maintained, consequently, children are kept safe. Risk assessments and policies that are closely understood and adhered to by all the staff enhance children's safety further. This includes a thorough risk assessment that identifies and manages risk on the weekly forest school outing. Staff also demonstrate a thorough understanding of how to keep children protected and is a high priority for the nursery. The manager is due to attend designated person training in order to support her in this responsibility.

Children within the nursery are well behaved and there are very few occasions that require staff intervention. However, when required, staff are consistent in their application of strategies. Staff demonstrate a good knowledge of the children in their care and tailor their practice to suit their individual needs. For example, there are some children that have only recently entered the nursery. Throughout the day staff are particularly sensitive to their needs, playing regularly with them to support their learning and ensure they remain settled. Care routines are established and embedded within practice.

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

The nursery is managed well, with appropriate policies and systems in place, consequently, the nursery is providing a good quality service. A high importance is placed on safeguarding and robust procedures are in place to support staff in keeping children protected. The nursery has thorough and robust procedures in place to recruit staff safely. For example, references are taken up prior to staff beginning within the nursery and relevant checks to ensure their suitability are also undertaken. The manager communicates well with the staff and this ensures there is an ongoing continuity of care within the nursery. The forest school trip is organised well in order to promote children's learning, while ensuring their safety. The environment and resources are well maintained.

The management is consistently reviewing their practice and is taking consistent measures to improve provision. The nursery give the children an active role in developing the environment. For example, they are asked questions about things which they would like to be brought in. This has resulted in various elements of the forest school being brought into the nursery environment, including a 'fairy garden'. The staff within the nursery has a good commitment to professional development. For example, one member of staff is completing her Early Years Professional Status in order to continue her own development. This has a positive impact on the quality of teaching within the nursery. Staff's ongoing training needs are also identified through regular supervisions and appraisals. The manager monitors the educational programme effectively and this ensures that children encounter a wide range of experiences. The qualifications and commitment of the staff team has a positive impact on the quality of teaching and the overall provision.

Good partnerships with parents have been developed and this helps the nursery meet children's individual needs. There are regular opportunities for parents to engage within the nursery. For example, there are regular mornings when parents are invited into the nursery to take part in various activities alongside their children. Parents comment positively on the daily communication with the nursery. Other partnerships have also been developed, in particular with the on-site school. For example, the nursery have organised regular opportunities to visit the classroom and this also supports children in their transitions.

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement            | Description  |
|---------|----------------------|--|
| Grade 1 | Outstanding          | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good                 | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| Grade 4 | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met     |                      | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not met |                      | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

|                                    |                                 |
|------------------------------------|---------------------------------|
| <b>Unique reference number</b>     | EY469076                        |
| <b>Local authority</b>             | Lincolnshire                    |
| <b>Inspection number</b>           | 959339                          |
| <b>Type of provision</b>           | Sessional provision             |
| <b>Registration category</b>       | Childcare - Non-Domestic        |
| <b>Age range of children</b>       | 0 - 5                           |
| <b>Total number of places</b>      | 16                              |
| <b>Number of children on roll</b>  | 26                              |
| <b>Name of provider</b>            | The Ark Day Nursery Partnership |
| <b>Date of previous inspection</b> | not applicable                  |
| <b>Telephone number</b>            | 07939615896                     |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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