

Noah's Ark Childrens Centre Nursery

Noah's Ark Childrens Centre, Chance Street, Tewkesbury, Gloucestershire, GL20 5RQ

Inspection date	02/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly committed staff enable all children to make excellent progress in relation to their starting points.
- Staff work closely as a team to teach children skilfully and consistently, using an extensive range of learning opportunities in and out of doors to engage children fully.
- Rigorous monitoring of children's assessments enables staff to have an excellent knowledge of each child's achievements, learning styles and interests.
- Partnership working with parents and carers contributes significantly to the staff's knowledge of children's individual needs.
- All major aspects of the provision are excellent in most respects with all legal requirements fully met. The outstanding practice makes a significant contribution to children's safety and well-being.

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 observed activities in the play rooms and the outside learning environment.
- The inspector had discussions with management, staff, children and parents and took account of parents' written comments.
- The inspector undertook a joint observation with the manager outdoors.
The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures and policies.

Inspector
Angela Cole

Full report

Information about the setting

Noah's Ark Childrens Nursery re-registered in 2013 and is one of the settings managed by Barnardos. It serves a wide geographical area, including the town of Tewkesbury, Gloucestershire and surrounding village communities. The nursery operates from converted school buildings in the town centre, except for the family support playroom. There are two areas for children's outdoor play. The nursery has timetabled use of the hall and grounds of the adjacent school. It is open each weekday during term time from 9am to 12 noon. The nursery is on the Early Years Register. There are 29 children on roll aged from three to under five years in the year before they start school. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years and is eligible for funding for two-year-old children. There are five members of staff working with the children, who all hold appropriate early years qualifications. The team manager has qualified teacher status and a degree in early years. The nursery has operational links with the adjacent school and the Noah's Ark Children's Centre, which is a dual site provision with a nursery on each site.

What the setting needs to do to improve further

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

- enhance ways to engage all parents in providing learning opportunities for their children at home.

Inspection judgements

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

The nursery consistently achieves very high standards across every aspect of its work through providing exceptional educational programmes for all children. Staff rigorously research children's starting points and closely monitor their progress at measured intervals. They use this knowledge to secure timely interventions and support, based on a comprehensive knowledge of the children and their backgrounds. The management is well aware of the requirements for the progress check for two-year-old children, when this is required. Staff focus sharply on helping children to acquire communication and language skills and on supporting their physical, personal, social and emotional development. This approach helps children make the best possible improvement in their learning from their starting points. Considering their entry levels, children achieve very good progress in their development. Staff make excellent use of assessment and planning strategies, including those connected with the 'Every child a talker' and 'Effective Early Learning' programmes. Consequently, the gaps in children's learning close significantly. Many highly successful approaches engage parents in their children's learning, including home visits for families.

Key staff offer highly consistent, personalised support so that children establish secure relationships with adults and other children. They successfully set challenges for children to develop physically, providing rich, varied and imaginative experiences to challenge and develop. For example, children play extremely energetically outdoors where they have a fantastic time building with many large materials, including crates and tyres. They eagerly cooperate to pedal a two-seater wheeled trike and to join in ball games. The staff have very high expectations of themselves and for children. They offer highly productive, tailored stimulation to extend children's communication and language skills, including those with special educational needs and/or disabilities. Staff spend much of their time engaging in purposeful dialogue with children. They make excellent use of clear speech, picture cards and objects to help children to communicate, including all learning English as an additional language. For example, staff move an arrow around a clock face to enable children to recognise the routine and how time passes during the morning.

Children receive extensive support to gain excellent self-esteem and make very good progress in early literacy skills. Staff place a particularly high emphasis on early writing and story making skills. Children control large and small equipment and tools, including full-sized watering cans, a variety of brushes and tweezers. Staff enable children to share their ideas to continue a story line and illustrate this, including a tale about a rabbit. Staff have a very clear understanding of how children learn. They take meticulous note of children's play preferences and support these in their current activities and through the planning. Staff offer stimulating comments and questions to challenge children to think and find out more. For example, they describe how children have begun to sort small toys by type and size to help them persevere. When handed a bowl of 'food', adults ask, 'How can I eat my soup?' and children search for suitable utensils. Staff give children ample time and opportunities to test their ideas. For example, children spontaneously collect tap water to alter the consistency of sand and speculate on what will happen to the tadpoles they feed with lettuce. Staff show great skill in helping children to use their imaginations. Children become engrossed in role play, for example, dressing as police officers they have seen and creating a 'banana phone' from two fruits. Staff enable children to thrive in a supportive and challenging learning environment. They use their expertise to enable children to be as ready as possible for school.

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

All staff are highly skilled and sensitive in helping children gain physical well-being and form secure emotional attachments. Staff get to know children and their backgrounds extremely well, including through close, initial observations. They work extensively with parents to help children to settle so that children feel safe at the nursery, including the youngest three-year-olds. Staff offer children emphatic praise and abundant encouragement. Consequently, children increase their levels of self-control during activities and their confidence in social situations. Staff demonstrate skill in supporting children to behave in ways that are safe for themselves and others. They give consistent, clear guidance about appropriate boundaries so children know what staff expect of them. Staff are highly effective at planning activities and providing resources to nurture

children's cooperation. For example, children work in small groups to retell stories and fetch a sand timer when they wish to take turns on a favourite wheeled toy.

Staff provide a wealth of high quality resources and play materials that fully cover the areas of learning. They display these attractively at the children's level, which stimulates children to make their own choices about play things. Based on children's previous interests and preferences, staff offer exciting combinations of equipment to attract and challenge children. For example, children are keen to transport sand and soil in wheelbarrows and toy diggers and persevere as they dig and water the gardening plots. Staff support children's growing understanding of how to keep themselves safe and healthy very effectively. Staff provide excellent opportunities for children to manage challenges and risks relative to their ages and stages of understanding. Children negotiate heat retaining curtains and flights of steps. They handle heavy wooden blocks, long branches and guttering to create complex structures. Children safely use a very wide range of tools, including scissors and cutlery. Staff enable children always to make healthy choices about what they eat and drink, and discuss foods that are best for them.

Staff provide a very strong base for children's developing independence and exploration. Children move freely around the indoor and outdoor play areas with confidence. They revisit activities as they wish, being fully motivated to use resources as they choose. Staff enable children to have excellent opportunities to develop a sense of responsibility. Children respond enthusiastically to expectations that they will do things for themselves, such as tidying the play areas to make these safe for others. According to their abilities, children capably and competently manage their personal care and hygiene. They learn to calmly and efficiently dress in outdoor clothes, and remove their wellingtons as they come in to help keep the nursery clean. Staff take much thought and care over preparing children for their move to school. Children receive excellent teaching from their key workers and support other professionals so that they can settle smoothly into the next stage of their learning.

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

The management has an excellent understanding of the safeguarding and welfare requirements so that comprehensive safeguarding arrangements are in place. Each staff member has a clear understanding of all safeguarding issues. Several attend enhanced child protection courses that enable them to respond promptly where there is a concern about a child. The nursery uses rigorous company recruitment and induction procedures so that all staff are highly suitable to work with children. Implementation of a highly effective risk assessment programme results in the premises being entirely safe. Close supervision at all times adds to children's security. The company regularly updates all required documentation and procedures, including comprehensive safeguarding policies. Staff are fully aware of changes in procedures to enhance the safety and well-being of all children.

The staff employ highly effective systems for partnership working with parents, carers and

external agencies. Consequently, staff identify children's needs quickly and work towards meeting these exceptionally well. The accessing of additional support for children with special educational needs and/or disabilities and their families is a high priority. Overall, the children's key persons foster highly productive relationships with parents and carers. They strive to promote full sharing of information about children's care and learning in the nursery and at home. The staff help willing families to borrow books and invite them to explanations of activities, such as learning through moving. However, there is scope for staff to encourage further parental involvement as they do not ensure there are ongoing, consistent, home learning opportunities for all children. Staff fully value the views of families and always consult them over plans for their children. As a result, children highly benefit from the interventions secured and from the motivating support they receive. Parents and carers are highly appreciative of the friendliness and expertise that the nursery staff share.

The management of the nursery is inspirational and demonstrates an excellent understanding of the responsibilities in meeting the learning and development requirements. The highly successful and well-documented drive to improve children's achievement demonstrates the provider's aim for excellence in all aspects of practice. The nursery has an extremely well organised, regular and effective professional development programme, which is improving the quality of teaching. This ensures that the committed staff are constantly improving their already first rate understanding and practice. The sharing of information and self-evaluation are key features of the nursery and the staff team. The management is working on development plans to enhance the provision further. These include refurbishing the front playground, honing the planning and securing deeper levels of parent involvement in the nursery. Extensive monitoring and analysis of children's levels of attainment result in further improvement of the educational programmes to sustain the best possible progress. For example, staff aim to enhance their support for summer-born boys' learning and to track children into school to check that improvement is maintained. This approach demonstrates an excellent capacity for continuous improvement.

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

Unique reference number	EY464923
Local authority	Gloucestershire
Inspection number	931444
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	29
Name of provider	Barnardo's
Date of previous inspection	not applicable
Telephone number	01684294174

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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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