

Noah's Ark Pre School Wells



c/o St Joseph and St Teresa Catholic Primary School, Lovers Walk, Wells, Somerset,
BA5 2QL

Inspection date	11 March 2015
Previous inspection date	10 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff plan a good range of purposeful activities, to build effectively on children's existing abilities. Children concentrate very well and frequently ask questions, showing they are motivated in their play. Consequently, they make good progress and this prepares them well for going on to school.
- Staff form positive relationships with parents and other providers that children attend. They regularly share information on children's development, which promotes a consistent approach to meeting their needs.
- Management and staff have addressed previous recommendations by using clearer evaluation systems and implementing more detailed tracking systems. This helps them to identify areas to develop and monitor children's progress more effectively. This means continual improvements are made.
- Staff have a calm, consistent approach and praise children often, which actively boosts their self-esteem. Consequently, children gain confidence and behave very well.
- Management implements effective systems for mentoring and staff training, which help staff to understand their responsibilities. Consequently, they work together very well as a team, to promote good outcomes for children.

It is not yet outstanding because:

- Staff do not always maximise opportunities for children to develop practical problem-solving skills and the use of number within some outside play activities.
- Staff do not always use photographs of familiar people, places or events that are important to children, to encourage discussion and promote their sense of identity.

What the setting needs to do to improve further

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

- enhance opportunities for children to problem solve and use numbers for a purpose in their outdoor play
- maximise use of photographs of people, places and events important to children, to prompt discussion and strengthen their sense of self, as well as their awareness of similarities and differences.

Inspection activities

- The inspector observed children's interactions in their play and with staff indoors and outdoors.
- The inspector sampled documentation, such as the operational policies and procedures, required records and children's learning journals.
- The inspector had discussions with management, staff and children.
- The inspector undertook a joint observation of children's play with the manager.
- The inspector viewed the pre-school's self-evaluation form.

Inspector

Mary Daniel

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use their observations of children's play and interests to plan exciting activities. For example, children made dinosaur skeletons using spaghetti. Children were keen to talk about their ideas, and remembered some dinosaurs ate meat and were called carnivores. Staff skilfully extended children's thinking as they asked them questions about foods other animals might eat. Children listened very well and said 'gorillas like bananas'. This actively promotes children's communication and language development, as well as their understanding of the natural world. Children worked together by balancing junk modelling boxes and cartons to make a beanstalk. They realised these would not stay upright as the boxes were different sizes. Children decided instead to place the boxes in a line across the playground, to make a horizontal beanstalk. As a result, children develop some problem solving skills, although there is scope to further develop this, along with the use of numbers for a purpose. For example, several children climbed onto the slide at the same time, without waiting for their friends to slide down safely. Staff talked to children about this, to help them learn about keeping themselves and others safe. However, they did not encourage children to work out how many children can safely climb onto the slide.

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

Staff have a friendly, welcoming approach, which helps children feel special and valued. They play happily together and interact positively with staff. Children like to draw and create beautiful pictures of their families, and they eagerly talk about their drawings. However, staff do not always make full use of photographs to prompt further discussions about those who are important to children. This slightly reduces opportunities to extend children's sense of identity and understanding of similarities and differences within their lives. Staff create an exciting and inviting learning environment for children, both indoors and outdoors. Children enjoy healthy snacks and often play outdoors. They develop good coordination and balance in yoga sessions. This actively promotes children's good health and physical well-being.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. Managers regularly review and update operational policies and procedures, and have formed clear recruitment, employment, induction and supervision systems. Consequently, they continually assess staff suitability and promote their professional development. Staff complete safeguarding training, which helps them have a secure understanding of child protection procedures. This effectively promotes children's welfare.

Setting details

Unique reference number	143014
Local authority	Somerset
Inspection number	841571
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	30
Name of provider	Noahs Ark (Wells) Pre-school Committee
Date of previous inspection	10 November 2011
Telephone number	077736 88943

Noah's Ark Pre-School registered in 1992. It operates from purpose-built premises situated within the grounds of St Joseph's and St Teresa's Catholic Primary School, in Wells, Somerset. The pre-school opens Monday to Friday, from 8.55am to 3pm, term-time only. The pre-school is run by a committee of parents and receives funding to provide free early years education for children aged two, three and four years. The pre-school supports children with English as an additional language and those with special educational needs and/or disabilities. The committee employs a manager who holds a childcare qualification at level 5 and three staff who hold childcare qualifications at level 3.

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