

# Noahs Ark Pre-School

Loxley Community Centre, Lincoln Road, Werrington, Peterborough, Cambs, PE4 5BW



<b>Inspection date</b>	6 March 2015
Previous inspection date	14 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff have an excellent understanding of their role in promoting children's development. They join children in their play and demonstrate a genuine interest and passion for their work. Sessions are organised exceptionally well, which means staff time is dedicated to interacting with children. Unsurprisingly, children arrive at pre-school with great enthusiasm and are ready to learn.
- Staff value partnerships with parents and have excellent procedures in place to keep them informed of children's progress and involved in their learning. Parents especially appreciate the written reports, discussions and other materials informing them of children's activities. Frequently parents replicate exciting activities at home as they too can see how children's learning is enhanced.
- Outstanding procedures, such as home visits, are undertaken to introduce both children and parents to the pre-school. This means staff are fully aware of children's interests and abilities from the start and can tailor their planning accordingly. Equally, children become familiar with staff and this lessens their anxiety when they first arrive at pre-school.
- The manager has an outstanding overview of children's progress and the positive impact that teaching has on their continued progress. Due to this vigilant monitoring, enhancements are quickly implemented when necessary to ensure children's continued good or better progress towards the early learning goals.
- Staff have an excellent awareness of children's safety as they play. They are well trained in safeguarding procedures and know how to identify and report concerns they may have about children. Thorough background checks and supervisions are carried out on all involved in the pre-school, which ensures they remain suitable for their roles.

## What the setting needs to do to improve further

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

- enhance the already excellent resources to extend and inspire children's imaginations and pretend play even further.

### Inspection activities

- The inspector observed activities in both the inside and outside learning environments.
- The inspector held meetings with the manager, deputy manager and members of the committee.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

### Inspector

Jacqueline Baker

## Inspection findings

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

Children benefit greatly from the excellent learning opportunities provided for them by enthusiastic and dedicated staff who understand how children learn. Activities are not only great fun, but also exceptionally well planned to capture children's imagination and enhance their learning effectively. For example, staff introduce children to scientific concepts by making hovercrafts using balloons. Outstanding teaching is demonstrated during these focused activities, and as a result, children are able to excitedly explain what they have learnt. In this case, how air forces their small craft across the floor. Opportunities such as these inspire children to be curious and develop a passion for learning, which is a key skill needed in readiness for school. Staff have an excellent understanding of each child and have highly effective tracking procedures in place to ensure children are making or surpassing their expected levels of development.

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

Children are highly motivated to learn and this is evident as they confidently move around the pre-school independently and follow their own interests. Children behave well because they are busy and engrossed in their play. They demonstrate how staff have taught them to share and take turns as they use large sand timers independently to self-regulate the use of popular playthings. Staff provide a highly stimulating environment both inside and out. Resources are of good quality and used effectively for maximum impact on children's learning. However, on occasions, there are fewer resources, such as dressing-up clothes or materials, available for children to explore their imaginative worlds outside their own experiences. Children enjoy nutritious snacks at pre-school and grow their own fruit and vegetables in the garden. Staff use these opportunities well to teach children about healthy lifestyles. Staff encourage children to be independent in their self-care routines, which boosts confidence and give children a sense of self-reliance.

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

Leadership and management are outstanding. The management team have an excellent understanding of their responsibilities to safeguard children and promote their learning to the highest degree. Self-evaluation is embedded in practice and means staff continually strive to improve. The manager uses her high level of knowledge and skill effectively to improve staff capabilities and this has had an enormously positive impact on children's progress and experiences. Equally, staff have a thirst for knowledge and work hard to improve their skills by attending training and putting their learning to good use in the pre-school. For example, staff have excellent procedures in place to monitor and track children's communication skills. Excellent partnerships with parents, other providers and professionals mean children's well-being and learning are coordinated effectively.

## Setting details

<b>Unique reference number</b>	256794
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	867049
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Noah's Ark Pre-School Committee
<b>Date of previous inspection</b>	14 March 2011
<b>Telephone number</b>	07951 213 798

Noahs Ark Pre-School was registered in 1987 and is based in Werrington, Cambridgeshire. The pre-school employs five members of childcare staff, all of whom have appropriate qualifications in childcare, including the manager who holds Early Years Professional status. The pre-school opens from 9am until 3pm on Monday and Wednesday, and on Tuesday, Thursday and Friday from 9am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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