

Noah`s Ark Under Fives

The Beeches Family Centre, Bulford Road, Bulford, Salisbury, Wiltshire, SP4 9BT



Inspection date	20 January 2016
Previous inspection date	20 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team work tirelessly to provide the best for children and have made many improvements to the nursery in the last year. They have developed a skilled and capable staff team who provide high quality care for children.
- Children experience a wide range of activities that help them learn and make good progress in their development.
- Staff are very good role models for children. They show kindness, patience and good humour. Children copy these characteristics as they play cooperatively together.
- Children get lots of support to develop their social and language skills. Staff place a great deal of importance on teaching these aspects throughout each day. Children become confident and are good communicators.
- Children who require extra help with their development are served very well by the nursery. The special educational needs coordinator ensures children are accurately assessed and make good progress.

It is not yet outstanding because:

- Some adult-led teaching of activities for small groups of children are not of the same high standard as that seen during the rest of the nursery day which means children do not learn as much as they could.
- It takes staff too long to get younger children ready to go downstairs to the outdoor area and snack room. This means those children already in their coats have to wait for others, and one or two become impatient.

What the setting needs to do to improve further

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

- review the learning opportunities provided at group times so that all children receive challenging activities that hold their interest
- review routines so that younger children move from one part of the nursery to another with the minimum of delay, and make the most of time available for playing and learning.

Inspection activities

- The inspector spoke with children, parents and staff.
- The inspector met with leaders and managers of the nursery.
- The inspector observed children of all ages playing indoors and outside, including during breakfast club.
- The inspector carried out a joint observation with the nursery manager.
- The inspector reviewed a range of relevant documentation, including staff records, children's assessment records, curriculum planning and written policy statements.

Inspector

Susan Mann HMI

Inspection findings

Effectiveness of the leadership and management is good

Leaders demonstrate a good understanding of what works well and what further development is needed in the nursery. They share expertise with other nurseries and take effective action to make improvements. Children benefit as a result. Improved systems enable managers to check the progress groups of children make. They take action to address any gaps in children's learning so they all do well. Rigorous supervision, together with observation of teaching, helps staff improve their own practice. Staff attend a wide range of training and this makes a positive difference to children's experiences. For example, managers notice that since staff attended training on 'conflict resolution', children acknowledge their own and one another's feelings more readily and manage disputes better. This leads to a harmonious nursery community. The special educational needs coordinator empowers staff to develop their expertise so children benefit from good teaching that helps them do well. Safeguarding is effective because leaders and staff have a good understanding of how to protect children's welfare. For example, managers monitor records of injuries to carefully manage children's safety.

Quality of teaching, learning and assessment is good

Teaching is of good quality throughout the nursery. Children are eager to join in with interesting activities that help them learn. For example, in the 'Lions' older children speak animatedly about making 'moon sand' as they explore the sticky texture. Staff develop children's language by talking about what they are doing and listening when children share their own observations. Most activities are based on accurate assessments of what children can already do and what they need to learn next. On occasion, these high standards slip and staff do not fully mould their teaching to children's needs. For example, adults take too long over simple tasks in group times, such as talking about the weather, and do not respond quickly enough when some children become disinterested.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff provide a nurturing environment where children are confident and inquisitive. Younger children in the 'Monkeys' room are clearly fond of staff who care for them. They smile at them and give familiar staff an affectionate cuddle as they play. Children develop an understanding of how to manage their own basic needs because staff take time to explain things to them. When going outdoors, for example, staff sensitively tell young children in 'Giraffes' why coats are needed on a cold day when they appear reluctant. Children are encouraged to play a part in the nursery community. Some help prepare snack for the whole nursery, for example. The nursery cook provides wholesome and nutritious meals which all children enjoy.

Outcomes for children are good

Children make good progress in all areas of the curriculum. The high quality support for personal and social development results in children doing particularly well in this aspect of their development. Children also make rapid progress in their speaking and listening skills because staff teach this very well. As a result, children are prepared well for the next stage in their learning, or for school.

Setting details

Unique reference number	146066
Local authority	Wiltshire
Inspection number	1006288
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	66
Number of children on roll	72
Name of provider	TNB Garrison Early Years and Play Committee
Date of previous inspection	20 November 2014
Telephone number	01980 633176

Noah's Ark Under Fives was registered in 2001 and is situated at the Beeches Families Centre in Bulford, Wiltshire. The setting operates five days per week for 45 weeks of the year. It is open from 8am until 5.30pm each weekday. The setting offers funded places for two-, three- and four-year-old children. There are three groups of children in the nursery: children aged three months to two years attend the 'Monkeys' room; children aged between two and three years attend the 'Giraffes'; and three- and four-year-olds attend the 'Lions' group. There are 17 staff working with the children at the nursery. Of these, one holds a level 5 qualification, 11 are qualified to level 3, and two have a level 2 qualification.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

