

Noah's Ark Pre school (Billericay)

Mill Hill Drive, BILLERICAY, Essex CM12 0LS



Inspection date	3 October 2018
Previous inspection date	20 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- The provider and staff have succeeded in improving the provision since the last inspection. The manager and staff team demonstrate a good knowledge and understanding of child protection procedures.
- Staff are caring and kind and form good relationships with children. Consequently, children are happy and settled and are confident to explore the activities and environment. Older children especially demonstrate a real sense of belonging.
- The provider and staff team strive to deliver the highest-quality provision for children and their families. They identify areas effectively to develop further. They implement changes to achieve goals in improvement plans and to continue raising standards.
- Partnerships with parents are a key strength. Staff provide parents with detailed information about their children's progress and guide them in extending learning at home.
- Staff have a good understanding of how children learn. They plan interesting and stimulating activities, indoors and outdoors, that are rooted in children's interests and build on what they already know.

It is not yet outstanding because:

- Coaching and training are not focused as sharply as possible on developing staff's teaching skills to help raise the standard to a consistently outstanding level.
- Systems for analysing the progress made by different groups of children are not fully implemented.

What the setting needs to do to improve further

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

- sharpen the focus of staff's ongoing professional development to help continually enhance the quality of teaching
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the safeguarding policy and evidence of the suitability of staff working in the pre-school. She discussed the pre-school's self-evaluation.
- The inspector completed a joint observation with the pre-school's manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff keep up to date with legislation and guidance and know what to do to protect children from harm. Secure procedures for recruitment and checking the ongoing suitability of staff are in place. Staff are deployed well and ensure that children are supervised at all times. The manager has worked with her local authority and has successfully addressed the actions set at the previous inspection. Since the last inspection the manager has introduced regular supervision meetings with staff, and all staff attend regular team meetings. These help to ensure that staff continue to understand their roles and responsibilities. Parents express a high regard for the help and support they receive from all staff. They praise the friendly, caring staff team and the welcoming and nurturing environment that staff provide for their children.

Quality of teaching, learning and assessment is good

Staff observe and track children's development effectively and use this information to plan for their next steps in learning. Staff plan a range of enjoyable and stimulating activities, indoors and outside, to motivate children to learn and narrow gaps in their learning. For example, children are keen to decorate recycled containers with a range of materials to create individual models of their own design. Staff support children's communication and language skills well. For instance, children enjoy discussions with staff and each other. Staff introduce new vocabulary in context as they share favourite books together. Staff share information on children's learning and development with parents to support and encourage them to continue their children's learning at home.

Personal development, behaviour and welfare are good

Staff provide good support for children to consider how they are feeling and to discuss why. They help children to manage their own behaviour successfully and praise them for working together well. Children form positive relationships with their peers and the staff team. Older children demonstrate care and consideration for the needs of the recently joined, younger children at the pre-school. Staff provide good support to give children the confidence to be independent. For example, they give younger children time and just enough help for them to succeed to put on their coat as they prepare for play outdoors. New children and parents are supported well by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. Outdoor play areas are used positively to support development across all areas of learning and children have daily opportunities to be physically active.

Outcomes for children are good

All children make good progress from their starting points. Children have good opportunities to decide where they prefer to learn, indoors or outdoors, to be active and develop their large-muscle skills. Older children show good concentration on their chosen activities and during group times. They listen, follow simple instructions and eagerly join in with routines, such as counting the number of children present. Children show good levels of independence and are keen to do things for themselves. They actively gain key skills that prepare them well for starting school.

Setting details

Unique reference number	EY219490
Local authority	Essex
Inspection number	10077349
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	21
Number of children on roll	30
Name of registered person	Noah's Ark Pre-School (Billericay) Committee
Registered person unique reference number	RP520301
Date of previous inspection	20 April 2018
Telephone number	01277 637433

Noah's Ark Pre school (Billericay) registered in 2003. The pre-school opens Monday to Friday from 7.45am until 3.30pm, during school term time only. The pre-school employs seven members of childcare staff, including the manager. Of these, five hold appropriate early years qualifications, one at level 4, one at level 3 and three at level 2.

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