

# Noah's Children Nursery

New Testament Church of God, 89 Stroud Road, Gloucester GL1 5AH



**Inspection date** 24 April 2019  
Previous inspection date 19 July 2016

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| 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

### This provision is good

- Children are very happy to leave their parents. They settle into a welcoming and friendly environment. Children demonstrate that they feel safe and secure in their surroundings.
- Children develop close attachments with their key person, supporting their emotional well-being effectively. Staff offer young children reassurance and comfort when they show signs of being unsure of situations.
- Staff complete detailed observations and assessments to help them monitor children's progress effectively. They carry out accurate tracking of all children, to enable them to identify and close any gaps in learning quickly. Children make good progress in their learning, relative to their starting points. The owner/manager is dedicated to providing good-quality childcare and regularly evaluates the setting to maintain consistently good teaching practice.
- There are good partnerships with parents, carers and other early years settings. Staff share information daily with parents about their child's day. Through regular meetings with staff, parents are able to support their child's learning at home successfully.
- Staff miss opportunities to extend children's mathematical understanding and independence even further. For example, they do not make best use of snack time to support children to count or prepare their food and drinks for themselves.
- The organisation of some routines means children sit for too long. For example, children sit during circle time before lunch and they continue to sit for stories immediately after lunch, and the younger children get restless and wriggle around.

## What the setting needs to do to improve further

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

- increase opportunities for children to complete achievable tasks for themselves to enable them to develop skills and confidence in their own abilities and support their mathematics development
- review the organisation of routines so children do not sit for too long during activities, to support them all to concentrate and engage in activities.

### Inspection activities

- The inspector observed activities and staff interactions with the children.
- The inspector had a meeting with the owner/manager and offered the opportunity of a joint observation.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plans.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

#### Inspector

Hilary Tierney

## Inspection findings

### Effectiveness of leadership and management is good

Staff are aware of their roles and responsibilities to keep children safe. They are clear about the procedures to follow should they have concerns about a child's welfare. They have clear security processes to ensure the safety of the children, such as cameras on the main entrance and keypad access to the play areas. This helps to prevent anyone entering the building unchecked. Safeguarding is effective. The owner/manager supervises the staff closely and uses this information effectively to identify training needs and monitor the quality of teaching. Staff regularly attend meetings with other early years professionals to share good practice and complete online training to help maintain their professional development. Parents speak highly about the caring staff, the good-quality care provided and the detailed information that is shared with them.

### Quality of teaching, learning and assessment is good

Teaching is consistently good. Detailed observations and assessments help staff meet the individual needs of all children. Staff provide a stimulating environment where children are able to explore and investigate the world around them. Children are motivated and eager to learn. They enjoy role play and developing their imagination skills well. Staff promote children's communication and language skills effectively. Staff take the time to listen to children and skilfully ask questions to support them to think and solve problems.

### Personal development, behaviour and welfare are good

Children show good levels of confidence and self-esteem. Staff use gentle reminders to teach children to share and take turns. They are good role models and support children's good behaviour with regular praise and encouragement. Children enjoy healthy snacks and talk confidently about what food is good for them. They understand hygienic practices, such as washing hands before they eat and after using the toilet. Older children show care and concern for the younger children. For example, when young children drop their dummy, older children pick it up and wash and dry it, before giving it back to them. Children are able to easily access resources in all areas of the nursery, supporting their ability to make choices as they play.

### Outcomes for children are good

Children have good opportunities to build on their literacy skills. They are encouraged to make marks and write their names on their work. Children take great delight in their achievements, such as when they correctly recognise letters. They are confident and, on occasions, show very good levels of concentration, for example when they copy pictures from cards to build shapes from bricks. Children are well prepared for their next stage in their learning and the eventual move to school.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY477948                           |
| <b>Local authority</b>                           | Gloucestershire                    |
| <b>Inspection number</b>                         | 10075993                           |
| <b>Type of provision</b>                         | Childcare on non-domestic premises |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Full day care                      |
| <b>Age range of children</b>                     | 0 - 4                              |
| <b>Total number of places</b>                    | 22                                 |
| <b>Number of children on roll</b>                | 24                                 |
| <b>Name of registered person</b>                 | Noah's Childrens Nursery Limited   |
| <b>Registered person unique reference number</b> | RP905784                           |
| <b>Date of previous inspection</b>               | 19 July 2016                       |
| <b>Telephone number</b>                          | 07817 525229                       |

Noah's Children Nursery registered in 2014 as a privately run setting and is situated in Gloucester. The nursery opens each weekday from 8am to 6pm for 51 weeks of the year, excluding bank holidays. A team of four staff, including the owner/manager, work with the children, all of whom hold appropriate childcare qualifications at level 2 or 3. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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