

Noah's Ark Under Fives

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



Inspection date	24 April 2019
Previous inspection date	20 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leaders have developed effective systems to support the well-qualified staff. For example, staff have regular supervision and team meetings. Leaders closely observe and monitor staff teaching practice, making sure they support children's needs well.
- Leaders and staff support children and their families very well. They work in effective partnerships with other professionals to support children's care, welfare and learning needs. For example, they provide one-to-one support for all children who require extra input or those with special educational needs and/or disabilities. This helps ensure outcomes for all children are good.
- Partnerships with parents are strong. Parents have constant access to children's development records and regularly share information with their child's key person about children's learning from home.
- Leaders and staff provide a stimulating learning environment indoors and outdoors. Children are confident in making choices about how they want to learn and what to play with.
- Overall, children behave well. Staff are caring and are good role models. Children enjoy having responsibilities for small tasks, such as tidying away their toys. Babies and young children develop close, affectionate relationships with staff and feel secure.
- Although staff supervise children well, they do not make the best use of some opportunities that arise to help develop children's awareness of assessing risks for themselves and how to avoid potential accidents.
- On some occasions, staff are too quick to provide solutions for children. For example, they miss opportunities to encourage children to start to solve practical problems and learn to resolve differences.

What the setting needs to do to improve further

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

- make the most of opportunities that arise to raise children's awareness of safety and how to assess risks for themselves
- offer children opportunities to discuss and resolve conflicts and develop their problem-solving skills further.

Inspection activities

- The inspector observed activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks and policies. She viewed records and documentation relating to children's progress.
- The inspector took into account the views of parents.
- The inspector conducted a joint observation of staff practice and discussed how the manager evaluates the quality of teaching.

Inspector

June Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff are aware of child protection issues and the procedure to follow if they have a concern about a child's welfare. They keep their knowledge up to date through regular training. Recruitment procedures are rigorous and leaders monitor the ongoing suitability of staff. The well-qualified staff work well as a team and use their research and share ideas well from training opportunities and conferences they attend. For example, following on from training, they have introduced 'open-ended' play resources, which has helped support children's curiosity and develop their imaginative play. Leaders and staff use self-evaluation effectively to identify areas for improvement and ensure positive outcomes for children. For instance, they have plans to further enhance children's understanding of the community they live in through a broader range of experiences. Leaders use funding effectively to ensure any gaps in children's learning quickly narrow.

Quality of teaching, learning and assessment is good

Staff use effective systems to observe, plan and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to support consistent practices throughout the setting. Staff provide younger children with a stimulating environment to explore and make discoveries. For instance, babies have a wide variety of textures and materials to explore using all their senses. Staff work well with older children's immediate interests to extend their play and learning. For example, children eagerly engage in play where they pretend that toy ponies need to be rescued from high branches of a tree. Staff encourage children to consider how they could use other resources, for example using bricks to build a ladder, to assist in the rescue.

Personal development, behaviour and welfare are good

Staff meet children's emotional and developmental needs well. They develop secure relationships with children through an effective key-person system. Staff teach children about the importance of living a healthy lifestyle. For instance, they talk about how the food children eat will help them to grow big and strong. Children have good opportunities to play outdoors on a daily basis and practise their physical skills. Staff promote a strong sense of community by involving children in a range of outings in the local area, such as visiting local shops using public transport. Staff support children well in small-group sessions to understand the rules of the setting and staff expectations.

Outcomes for children are good

All children make good progress from their initial starting points. They develop the skills they need for their future learning and the eventual move to school. Children are confident and show high levels of curiosity. They ask questions about things they do not understand and ask adults for help when needed. Younger children enjoy listening to stories and talking about how characters in the book may feel. They are articulate communicators and explain that a dinosaur character feels sad because his friends have gone. Children are confident, happy and motivated to learn. They listen attentively to staff during adult-led activities and confidently join in with discussions about their ideas.

Setting details

Unique reference number	146066
Local authority	Wiltshire
Inspection number	10066865
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	66
Number of children on roll	79
Name of registered person	TNB Garrison Early Years and Play Committee
Registered person unique reference number	RP906629
Date of previous inspection	20 January 2016
Telephone number	01980 633176

Noah's Ark Under Fives registered in 2001 and is situated at the Beeches Families Centre in Bulford, Wiltshire. The setting operates five days per week for 38 weeks of the year. It is open from 8am until 5.30pm from Monday to Thursday and 8am to 3pm on Fridays. The setting receives funding for the provision of free early education for children aged two, three and four years. There are 19 staff working with the children at the nursery. Of these, two hold a relevant early years qualification at level 5 qualification, and 12 are qualified to level 3.

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