

# Noah's Ark Christian Pre-school

Inspection report for early years provision

---

**Unique reference number** 200695  
**Inspection date** 06/05/2010  
**Inspector** Teresa Marie Taylor

**Setting address** Castle Hill Baptist Church Hall, Gerrard Street, Warwick,  
Warwickshire, CV34 4HD

**Telephone number** 01926 410705

**Email**

**Type of setting** Childcare on non-domestic premises

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 rates 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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Noah's Ark Christian Pre-school is a privately owned setting which opened in 1992. It operates from two rooms within Castle Hill Baptist Church hall in Warwick, Warwickshire. A maximum of 27 children attend the setting at any one time. Noah's Ark Pre-school opens on Monday and Tuesday from 9.30am to 12.00pm and Thursday and Friday from 9.30am to 1.00pm, term time only. All children have access to a safe and secure outdoor play area.

There are currently 38 children on roll in the early years age group. Of these, 32 children receive funding for early education. The setting serves families and children in the local community and surrounding areas. The setting supports children with special educational needs and/or disabilities and can also support children who speak English as an additional language.

The pre-school employs eight members of staff. All staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in this child-centred environment where they feel safe and supported by the staff. Children are provided with an excellent range of play activities which ensures they are progressing very well in all areas of learning. Staff have an excellent understanding of the Early Years Foundation Stage and actively encourage parents to be fully involved in all aspects of their child's care and learning. The well-organised planning, assessments, self-evaluation systems and plans for the future significantly enhance children's learning and development, especially as parents are fully involved in these processes. Children's uniqueness and individuality is recognised and managed exceptionally well. Well-written policies and procedures securely underpin the pre-school practice and all are shared with parents. Effective partnerships with parents, external agencies and other settings ensures information relating to individual children's progress and needs is shared effectively and consistently. The pre-school has an excellent attitude and ability to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the opportunities for children to learn about the importance of keeping healthy, and those things which contribute to this
- extending equality of opportunity by providing more positive images and activities to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, learning

difficulties and religion.

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

The staff group have a strong commitment to safeguarding and are very well informed about procedures to keep children safe. All required policies, procedures and documentation for the effective and safe running of the setting are written, well organised with copies provided for parents. The staff promote all areas of equal opportunity and inclusion, ensuring children are given a broad understanding of the wider world. However, resources available to support children's independent learning on a day to day basis are limited. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised or removed.

The staff group has a very clear vision for the future of their setting and their practice. They undertake additional training courses in order to continue to develop and significantly improve outcomes for children, enabling them to develop holistically and to their full potential. The staff are proactive in obtaining the opinions of both parents and children and continually reflect on their practice to ensure the best possible care and learning opportunities are provided for the children. Children are involved in the formation of activity plans as staff take on board their interests and requests which gives them an excellent sense of belonging and increases their self-esteem. The pre-school appropriately addressed the recommendations from the last inspection, which ensures all staff are qualified to a minimum of level two, they have updated their policies and procedures in line with current guidance which provides children with improved safety and parents with accurate information and, all staff are involved in planning so have a greater understanding of their roles and responsibilities. The staff group work very well together to help all children make progress toward the early learning goals. Communication both with parents, external agencies and some other settings the children attend are a strength. Parents have access to daily discussions, children's individual learning journey folders and regular planning meetings with key workers all of which ensures they are fully aware of all aspects of their child's day. The staff have developed good relationships with other providers ensuring that information relating to individual care and learning needs are shared effectively.

The staff group actively promotes the uniqueness and individuality of each child. They provide age-appropriate activities and a wealth of resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. The involvement of children in planning encourages them to be proactive in their own learning and begin to identify their own learning and development needs. All children and families are highly valued. Parents are regularly asked for their opinions and are involved in the pre-school's self-evaluation. Recent comments from parents included the following; 'staff always have time for parents', 'they provide a warm, nurturing, friendly environment', 'staff are hot on keeping parents informed with weekly newsletters and regular 1:1 with child's key worker', 'excellent links with the local school which make transfers for children easy and relaxed', 'they have regular trips to which we are invited'.

## **The quality and standards of the early years provision and outcomes for children**

All children make excellent progress as they enjoy a wide range of stimulating and enjoyable activities. They are very settled and relaxed and are given a high level of support that ensures that they develop fully as individuals. Well-organised planning ensures children are provided with an excellent range of creative learning experiences which keep them involved and eager to learn. Clear information is gained about children's starting points and carefully undertaken observations and assessments of children's progress ensure all aspects of children's needs are met successfully.

Children are very confident when exploring the environment both indoors and out. They play a full and active role in their own learning, make choices and decisions with the staff group responding positively to child-led activities. A wide range of experiences and resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities, celebrate festivals and have a range of books, posters and displays in languages other than English. However, not all resources are freely available daily. Children are given clear rules about how to treat each other and age-appropriate explanations about their behaviour which ensures children understand each other's limitations and know how to behave and, the staff are excellent role models and as a result children's self-esteem is superb. Children freely express their feelings, ask for help when they need it and willingly share. Children play both independently and together and this helps them to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, children made their own play dough. They understood about using a recipe, worked out how many beakers of flour and salt were needed and counted the spoonfuls correctly, estimated if the flour container was full or could accommodate more and mixed the ingredients successfully. At another activity, outdoors, children were making mud pies. Staff encouraged the children to extend this activity by asking open-ended questions. For example, 'what do you think will happen if you add, sand, paint, more water'? The children eagerly took up the challenge and used the resulting liquid to paint the garden slabs. They were particularly interested in how the liquid ran down the path and created a river and lake. Staff encourage children to count, recognise colours and be objective about their activities. Children learn about the concepts of next to, behind, underneath, inside, as they negotiate a road block on the 'road' and work out if a chalk circle is big enough for a member of staff to sit in. Planning includes resources to be used and includes books, artwork and a resume of the effectiveness of the activity. However, planning is very flexible as staff respond to children's interests because they understand that children learn more effectively if they are fully engaged and stimulated by their play. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. Children are able to develop good early technology skills as they have access to a range of programmable equipment, tills, phones and a computer but these are not always used as children are very busy with other more exciting play. Staff have identified this as an area for

development.

Children have a strong sense of belonging in the security of the pre-school. They show they feel safe and are confident in sharing their news and approaching staff to resolve minor disagreements. They know their comments are listened to and they show respect for the staff and their peer group. They show their understanding of keeping themselves safe through their excellent behaviour, consideration of each other and show they understand safety rules as they play safely in the garden. The staff support children's understanding of personal safety through planned activities, frequent discussions during play and hands on learning. For example, children use knives, garden tools and are free to explore and use outdoor equipment as they wish. The staff provide age-appropriate explanations on the best way to use resources but allow children to take controlled risks to enhance their learning. Children are further protected as staff undertake thorough risk assessments on all areas of the setting and all activities.

Children plant, care for, collect, prepare and eat a range of fruits, vegetables and herbs which gives them first-hand knowledge about food and where it comes from. Children's general good health is promoted as they make the most of the fresh air with outdoor play being an integral part of every day with any and all activities available for use outdoors. However, staff do not routinely discuss healthy eating or the benefits of physical activities with the children. Children have free access to water at all times and are adept at seeing to their own personal needs. They understand about the weather and appropriate clothing and freely access the outdoor area at any time during the pre-school sessions.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met