

Noah's Ark Christian Pre-school

Castle Hill Baptist Church Hall, Gerrard Street, WARWICK, Warwickshire, CV34 4HD

Inspection date	06/06/2014
Previous inspection date	06/05/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Leadership and management is inspirational. The manager is uncompromising in having the highest aspirations for children's development and in ensuring that this is the core focus of the pre-school's activity. All staff in the pre-school expect the best of themselves and of the children as a result.
- A meticulous cycle of planning, observation and review is coordinated by the manager. Any gaps in children's learning are identified and prompt interventions are applied. This means that all children make rapid progress, including those who have special educational needs and/or disabilities and those who speak English as an additional language.
- Staff in the pre-school are highly qualified. They use their professional expertise innovatively and adopt highly skilled teaching strategies to promote very effective learning.
- Children are enthusiastic spontaneous learners who enjoy taking risks, representing their thoughts through role play and making links between their experiences.
- Children are self-confident and manage their own behaviour very well. This is because they identify their own feelings and recognise the effect their actions have on others.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This means that children are rigorously safeguarded in the pre-school.
- Excellent partnerships with parents, carers and other agencies are a key strength of the pre-school. Parents play a very significant role in their children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with one of the two registered persons, the manager, deputy manager and staff and interacted with children at appropriate times during the inspection.
- The inspector had a tour of the premises and observed activities throughout the pre-school, in both indoor and outdoor spaces.
- The inspector conducted a joint observation with the manager of planned activities with groups of children.
- The inspector examined a sample of documentation, including children's records, learning and development information, staff records and a selection of policies and procedures, the self-evaluation plan and plans for improvement.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account the views of parents acquired through discussion and from written responses to questionnaires.

Inspector
Deirdre Lyddy

Full report

Information about the setting

Noah's Ark Christian Pre-school is a committee-run setting, which opened in 1992. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one large room within Castle Hill Baptist Church hall in Warwick, Warwickshire. The pre-school opens from 9.15am to 1pm on Mondays and from 9.15am to 2.45pm on Tuesdays, Thursdays and Fridays, term time only. The pre-school does not open on Wednesdays. All children have access to an enclosed outdoor play area. There are currently 44 children on roll in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It serves families and children in the local community and surrounding areas. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs eight members of staff. Two members of staff, including the manager, hold Qualified Teacher Status. The manager also holds Early Years Professional status. Five other staff members hold early years qualifications at level 3.

What the setting needs to do to improve further

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

- continue the excellent practice of being flexible in organising activities so that the superb opportunities children already have to represent their ideas in ways that are meaningful to them and to make links between their experiences, can be even further enhanced.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Wide-ranging consultation and discussion, which occurs between staff and parents and children themselves, enables staff to fully understand and plan in advance to cater for children's interests and ability levels. Prior to children's enrolment, staff gather detailed information about the children's previous learning and development, about their interests and key events in their lives. This information is combined with sharply focused observations, which clearly identify children's starting points. In addition, a screening test used by speech and language therapists is adapted to assess the level of development of the children in speech and language. Close parental involvement continues while children are in the pre-school. Parents are particularly complimentary regarding their role in informing staff about the children's development. They feel that staff know the children and their interests well and that what parents say is highly valued.

Educational programmes, which have breadth and depth across all seven areas of learning and comprehensively meet all children's needs, are provided in the pre-school. The

manager coordinates meticulous advance planning to ensure that a wide range of activities and accessible materials are put in place indoors and outdoors. Children can choose from the exciting range of activities, which interest them. Staff meticulously observe and record children's choices. The manager also systematically evaluates these choices and links the information gained to plan further, thereby ensuring that all children experience every aspect of the educational programme. A system of observing each child in rotation is followed and specific children with particular needs are also closely monitored. This means that staff build up a comprehensive and balanced picture of each child. Observations from parents, childminders and other professionals are systematically included. Children's progress towards the early learning goals is meticulously and accurately recorded. The records kept show very clearly the varying pace of progress of each child. Staff use these detailed records to plan interventions, which ensure that children are appropriately challenged. Staff focus rigorously on extending children's learning in their stronger areas and on closing the gaps in aspects showing delay.

Daily planning is flexible and the manager ensures as a result of her monitoring activities, that changes are made to activities if necessary, depending on the extent of the learning, which took place. Whether involved in self-chosen or adult-led activities, children in the pre-school display the characteristics of very effective learning because they are superbly supported by members of staff who react well to unexpected occurrences and allow children to be spontaneous and creative in solving problems. For example, water from the water play area spills on the large plastic mat being used for a game of snakes and ladders. This is on a slight slope and children squeal with delight when the staff member points out that the water is taking a different path to the ladders or the snakes. Children spontaneously follow the path of the water to where it disappears into the ground. They dip their paint brushes into the new mud puddle created and return to try out the effect of this new 'paint' on paper. Staff members take the opportunity to sit on a bench with children. They quietly discuss with them what is happening in the garden area, modelling the language they need and using their professional expertise to extend children's language skills in a calm relaxed manner. Children using interlocking cubes to build an apartment block use everyday language to talk about the size and quantity of blocks needed. Staff skilfully extend their thinking by wondering aloud if adding a balcony would make the apartment nicer. Children show a 'can do' attitude and are ready and willing to take risks and try out new suggestions. There is scope to continue the excellent practice of being flexible in organising activities, so that the superb opportunities children already have to represent their ideas in ways that are meaningful to them and to make links between their experiences is maximised to the very optimum.

Daily adult-led group activities are also exceptionally well planned to ensure that the prime and specific areas of learning receive a balanced focus in teaching. For example, when a member of staff decides to discuss a non-fiction book about the Arctic, she skilfully develops children's vocabulary and interest in books. She introduces words, such as 'chilly' 'sleigh' and 'huskies' as children carefully examine the pictures. Children respond with shivering body movements and rub their arms to the recorded sound of wind. Eventually they move in a circular pack pretending to be well-trained huskie dogs who stop on command. As a result of one well-chosen core activity, even shy children are helped to express their ideas through body movement. Because of the exemplary focus on learning, most children rapidly reach levels of development typical for their age and acquire an

enthusiasm and motivation for learning. As a result, they are very well prepared for the next stages in their learning at primary school.

The contribution of the early years provision to the well-being of children

The development of children's emotional well-being is central to the practice in the pre-school. Because staff are in frequent contact with parents and they are very well attuned and sensitive to any occurrences, which can affect children's well-being. Staff are careful to stay close enough to observe children at all times, while remaining calm if a child happens to be anxious or upset. Staff are consistent in skilfully using a persona doll who they explain sometimes snatches things. This effectively supports children to consider fair ways of sharing and getting on with each other. Children are extremely well behaved because they learn how their behaviour affects others. For example, they know they must not throw sand because it might get in another child's eyes. As a result, children learn to control their own behaviour. Many children are very willing to talk about their ideas and show confidence in asking for or refusing help. This is because children feel secure in knowing that the staff will help them if necessary. Staff in turn monitor children's learning very closely and know when it is appropriate to intervene to offer help.

Key cultural events, such as, Thanksgiving, Diwali, Easter and children's cultural backgrounds are taken into account in advance planning. Parents are invited to speak about aspects, such as the food and language of their own countries. This means that children feel that they belong in the pre-school from the beginning. Relationships between children and key persons are very warm because staff care deeply for the children. They gather pertinent information from parents about their child to ensure that their needs are known and effectively met. Staff view snack periods as providing important opportunities to get to know the children better and also for children to get to know each other better and develop friendships. Staff are very supportive of children's independence by encouraging their efforts to pour water or milk. Children show excellent table manners and they say 'please' and 'thank you' frequently. While eating and drinking, children and adults are at ease chatting to each other, for example, about places they visited during the mid-term break. Most children are very confident and self-assured in describing their experiences and actively contribute to conversations. Staff follow children's lead in conversation, helping them to make links and explore ideas, for example, by helping them to compare the merits of ball pools in indoor play areas they know. Quieter children are gently encouraged to contribute so that they feel fully included. Staff are excellent role models helping children to express their feelings in words and using language, such as 'more' or 'less' to help children explore their ideas.

Children know that exercise is good for them and are quick to say that it would 'warm you up' if you were in the Arctic, for example. Despite the constraints of the pre-school, where resources are packed away twice a week, children enjoy many rich opportunities to run, jump and slide using the climbing frames and slides, which are located in the indoor and outdoor areas. Children are provided with fruits, oakcakes, water and milk. They grow strawberries and mint and delight in describing how they use this fresh produce to make fruit salad. They also know that it is not safe to eat green or mouldy strawberries. Children show that they know how to keep themselves safe by being considerate to each other

when using the mud kitchen and by using garden tools, such as trowels very carefully. Staff develop very secure routines for personal hygiene by paying very close attention to children washing their hands after using the toilet and before eating. As a result, children can attend to their personal needs without intervention. Because staff build children's self-esteem through providing them with opportunities to show they are trusted, together with frequent praise and encouragement, children are exceptionally well prepared for transfer to primary school.

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

The provider and staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are very robust procedures in place for ensuring children's safety during arrival and departure times. The pre-school has devised comprehensive safeguarding policies and procedures, which staff adhere to and implement in an exemplary manner. Ratios are maintained and children are supervised at all times, both indoors and outdoors. Members of staff wear two-way radios and call for a substitute adult, for example, should there be a need for a staff member to bring children to the bathroom. Leaders and the manager monitor all policies and procedures and ensure that appropriate action is taken if and when required. Risk assessments are in place and thorough daily checks are conducted outdoors and indoors. All staff have regular training on safeguarding and competently describe the procedures they would follow in the case of having concerns about a child's welfare. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with children are suitable to do so.

Leadership and management are inspirational. The manager is uncompromising in having the highest aspirations for children's development and in ensuring that this is the core focus of the pre-school's activity. She has a superb understanding of how young children learn. The manager and other staff members, one of whom is a qualified speech therapist, share a diverse range of teaching skills, which foster early learning very effectively. The manager has a 'hands on' approach. She monitors the educational programme for every child, discussing and implementing individual education plans with the staff and adjusting activities as necessary. This means that any gaps in children's learning are easily identified. Prompt interventions are applied to narrow the gaps for those who have special educational needs and/or disabilities and those who are learning English as an additional language. Peer observation and review is frequent, relationships between staff members are excellent and they work together as a team to ensure that practice is continuously improved. Self-evaluation is very rigorous, focusing on the quality of children's learning and on the overall quality of the educational programmes provided in the pre-school. Improvements, which arise from consideration of the outcomes of self-evaluation, such as training priorities for individual staff members, are quickly implemented and the pre-school has clear well-targeted plans for the future. The pre-school has effectively implemented the recommendations raised at the last inspection.

Partnerships with parents are outstanding and significantly promote continuity in children's care and learning. Information about children's progress is shared through daily conversations with parents and the use of text messaging. Childminders, who also share

the children's care, are also informed about day to activities through the use of a note book, which is passed on from the pre-school. Medium term individual educational plans for children are shared with parents every half term. Parents say they are frequently informed and consulted through fortnightly newsletters, questionnaires and the pre-school's website. The pre-school acts decisively on opinions sought from parents. For example, a structured feedback system was put in place arising from consultation on the recent implementation of the 'Time to Talk' programme. Staff aim to assist parents in their support for learning at home, for example, by organising a coffee morning with a specific focus on 'helping your child with early reading, writing and speaking and listening'. Partnerships with external agencies, such as health professionals, are excellent. Teachers from the primary schools to which children will transfer, visit the pre-school to consult with the staff. These highly effective partnerships serve to identify children's needs exceptionally well and to ensure that they subsequently make the best possible progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	200695
Local authority	Warwickshire
Inspection number	854273
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	44
Name of provider	Noahs Ark Christian Pre-school Committee
Date of previous inspection	06/05/2010
Telephone number	01926 410705

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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