

Noah's Ark Nursery in Hebburn

Inspection report for early years provision

Unique reference number	EY409943
Inspection date	03/03/2011
Inspector	Sharon Greener

Setting address	South Tyneside College, Mill Lane, HEBBURN, Tyne and Wear, NE31 2ER
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Noah's Ark Nursery was registered in 2010. It is one of three settings owned and operated by a private provider. It operates from two playrooms and associated facilities within a self-contained building located on the site of South Tyneside College, in the Hebburn area of Tyne and Wear. The nursery operates weekdays from 7am to 5pm for 51 weeks of the year. They are registered on the compulsory part of the Childcare Register for a maximum of 20 children under eight years, of whom, no more than 20 may be in the early years age range. There are currently eleven children on roll in the early years age range and no children on roll aged five to under eight years. The nursery is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs four staff, all of whom hold appropriate early years qualification. Links are in place with others delivering the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and parents are welcomed into an inclusive environment where they are valued as individuals. Staff recognise the importance of working in partnership with parents and have developed positive links with other professionals. A good range of resources and learning experiences are provided and children make good progress in their learning and development. Effective systems are in place to evaluate the service, care and education provided. Areas for further development are identified and tasked accordingly to promote continuous improvement. The required documentation is in place and is well maintained.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop procedures to encourage parents to consistently contribute to their children's learning and developmental records to help support their children's learning plan.

The effectiveness of leadership and management of the early years provision

A 'Safeguarding Children from Harm' policy is in place and staff have a good knowledge of the procedure. Effective use is made of relevant policies to promote and preserve children's welfare. These are shared with parents and available on site for their reference. For instance, those in respect of the administration of medication, a lost or uncollected child and the management of a complaint. Procedures for the collection of children are strict. Good recruitment and selection procedures are in place. Staff benefit from supportive leadership and management.

They participate in regular team meetings, undergo annual appraisals and regular one to one sessions. Staff should undertake pertinent training to further enhance their knowledge and skills. All of the required documentation is in place. Annual risk assessments are completed and recorded and help to remove or minimise risks. Security of the premises is well maintained. All visitors are screened by staff prior to gaining entry to the nursery and are fully supervised. Systems to evaluate the service, care and education provided are effective. All staff are actively involved in the process and verbal feedback is obtained from parents. Staff help children to complete questionnaires to gain their views of the provision. This helps staff to identify areas for development and address points raised accordingly to support continuous improvement.

Parents are kept well informed of their child's progress and general events. This includes details of particular interests or preferred activities their children may have so as to allow them to support their children's learning. This is achieved through regular verbal feedback, newsletters, information displayed within the nursery and daily record sheets. Parents have access to their children's records and are asked to contribute pertinent information. However, few parents consistently contribute information towards their children's developmental records or add comments to the daily record sheets. Verbal feedback from parents is complimentary. For example, one parent stated, 'The nursery has had a huge impact on my child's learning and development, thank you'. Positive links are made with other settings delivering the Early Years Foundation Stage. Staff exchange pertinent information regarding children's learning and development with other early years practitioners to help promote children's continuity of learning.

Good use is made of space both indoors and outdoors. The nursery is well organised and offers children of different ages and abilities easy access to a good range of resources and activities. Child friendly storage systems allow children to self select resources and make decisions about their activities. This helps promote children's independence skills. Staff present as good role-models and help raise children's awareness of diversity. For example, they explain differences as simply as possible to children and this allows them to develop a positive understanding of diversity. A good range of resources and activities are provided to support this aspect of children's learning. Procedures to support children who speak English as an additional language, or those with special educational needs and/or a disability are effective. Staff have experience of supporting children with specific needs. They understand the importance of working with other professionals and agencies to ensure that children get the support they require to help them to fulfil their potential.

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

Children's admission into the nursery is managed sensitively. Parents and children attend introductory visits and children are gradually introduced into their new environment and settle very well. Staff discuss children's individual needs in detail with parents and information is recorded. This allows staff to establish a sound understanding of each child's starting points. Initial assessments are completed for

each child and staff make regular, ongoing observations of individual children. The information obtained is recorded well and enables staff to identify learning goals for each child and to plan a good range of purposeful and fun activities for children. Staffs' knowledge and use of the Early Years Foundation Stage is good. Children are well supported and challenged and they make good progress in their learning and development. Staff ensure that children's achievements and efforts are recognised and celebrated. For example, a very young child's ability to name their peers is readily praised by staff and this positive reinforcement helps nurture children's confidence and self-esteem. Staff initiate a good variety of adult-led activities, such as, story time, cookery, outdoor play and additional creative activities to enhance children's self chosen play.

Simple mathematical concepts, such as, colour, shape, size, weight and numbers are promoted effectively. Children have lots of opportunities to count, sort, grade, measure, compare and learn about numbers. For instance, a young child enjoys measuring a table with a tape measure. Children's communication, language and literacy development is well promoted. Staff listen intently when children speak and show a genuine interest in what they say. They encourage children to talk about their family, friends and past or forthcoming events. Children enjoy listening to stories and use books with growing confidence. Staff make good use of discussion and questions to enhance and reinforce children's learning. For example, during an activity young children playing with toy animals are encouraged to name them, count them and to identify colours. Children have frequent opportunities to be physically active, both indoors and outdoors. A good selection of resources and equipment is provided to promote their physical development and to allow them to test and refine their skills. Children go for walks and visit places of interest such as, museums, a children's farm and frequently go to the library and local parks. This helps raise children's awareness of the local community and the natural and wider world. This provides additional opportunities for them to socialise and interact with others.

Children's behaviour is well managed. Staff use age-appropriate techniques calmly and consistently. For example, distraction tactics with young children and the simple explanation of ground rules with older children. Children respond most positively and their behaviour is good. Close, warm relationships are evident between staff and children. This is reflected in the confident manner that children turn to staff for help and reassurance. Staff are aware of and responsive to children's needs. For example, all children are able to sleep in keeping with their individual needs and babies and very young children are fed in keeping with their own routine. Children learn to show regard for others and interact well with their peers. For instance, very young children are beginning to understand that they need to wait in turn to ride on a rocking horse. Children are able to develop an age-appropriate awareness of safety. Staff make good use of discussion and activities to address issues, such as, the safe use of resources, road safety and stranger awareness. Hygiene standards are well maintained and effective use is made of familiar daily routines, such as, hand washing and cleaning teeth. These encourage children to adopt good hygiene practices and to raise their understanding of such matters. Medical or dietary needs a child may have are discussed with parents and details recorded. Healthy eating is actively promoted and children are offered a variety of nutritious meals and snacks. Fresh drinking

water is accessible and other suitable drinks are provided throughout the day. This helps promote and preserve children's health and well-being.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

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

Met