

# Noah's Ark Nursery School

St. Michael's Church Hall, Cobham Close, LONDON, SW11 6SP

## Inspection date

Previous inspection date

27/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

- The staff team work extremely well together and this ensures that there are consistent and very high expectations for children's learning.
- The learning environment is very stimulating and children are able to make very good choices throughout the session.
- The safeguarding and welfare of children is highly successful because staff have excellent systems in place that protect children and help them protect themselves.
- The partnership with parents is excellent and this ensures that children's learning and development is promoted very well at home.
- The key person system works extremely effectively to ensure the assessment and recording of children's progress and the identification of children's specific needs are comprehensive.
- The leadership and management of the nursery are inspirational and reflective, and ensures that staff are motivated and skilled to meet the needs of the children and the changing curriculum.

## 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.

## Inspection activities

- The inspector held discussions with staff members.
- The inspector conducted a joint observation of children with the manager.
- The inspector talked with parents and considered their views.
- The inspector had a discussion with the manager and senior managers.
- The inspector viewed a range of relevant documentation including children's records, assessment and planning documents, and some policies.
- The inspector observed children's activities, resources and displays.

## Inspector

Lena Engel

## Full report

### Information about the setting

Noah's Ark Nursery School is one of three nurseries that are part of the Dolphin Independent School. It has been operating for a number of years and re-registered in 2013 due to a change in charity number. It operates from a church hall and is situated close to Wandsworth Common in the London Borough of Wandsworth.

The nursery is registered on the Early Years Register. There are currently 33 children on roll aged between two and four years and the nursery is in receipt of funding to provide free early education for children aged three to four years. The nursery opens each weekday from 9am to 12.30pm during term time. The nursery supports children with special educational needs and/or disabilities. The nursery currently supports children who speak English as an additional language. A team of six members of staff work at the nursery. Of these, four hold relevant early years qualifications.

### What the setting needs to do to improve further

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

- offer increased opportunities for children to learn about growing and tending plants.

### Inspection judgements

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

Staff have an excellent knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. They comprehensively know how children learn through play and through practising skills they have mastered. Staff skilfully and confidently plan exciting activities that meet the needs and interests of the two-year-old children at the nursery. For example, children wrap Christmas presents to learn about shape and size, and they play with dinosaurs, letting them slip and slide on salt to imitate the appearance of snow. The staff organise the morning very skilfully so that there are purposeful and highly interesting challenges and children show strong commitment to what they do. Staff promote excellent independence skills throughout the morning with two-year-old children as they successfully manage to use the toilet and wash their hands on their own. They also pour their own drinks at snack time and tidy away at the end of the session. Staff support children extremely well to explore colour and texture through mixing paints and using sponges to print designs for the winter season. Staff ensure that the planning of the educational programmes is based securely in meticulously assessing what children can do. Staff then identify what the children can achieve through stimulating activities that link to their individual development and learning styles. For example, staff enthusiastically support children's mathematical skills as they build towers with interlocking bricks and count them as they snap them together. Children make rapid progress in learning and

enjoy the challenge of showing off new skills.

Methods of assessment are very detailed and precise, which enables staff to clearly monitor where children are developmentally, including any gaps in their learning. Staff meticulously complete the required progress checks for children aged between two and three years. They share these with parents and the information clearly forms the basis for their next steps in learning. This also enables the staff to clearly identify any concerns at an early stage so the appropriate steps are taken into account to support each child's specific needs. As a result, all children make excellent progress in relation to their starting points. A key factor for children's exceptional progress is the consistently very high quality teaching. Teaching is enthusiastic and imaginative, and staff respond to each child at all times with interest and respect. For example, staff expertly use open-ended questions to encourage children to talk about what they have brought in from home to show each other at assembly. Children receive the love and attention that they need to flourish and to learn.

Staff provide very good challenges and praise children for what they accomplish, and this builds confidence and self-esteem. For example, when they have the role of helper for the day, children hand out each child's named place settings to the correct children sitting at the snack table. In this way children learn to recognise their own and each other's names. Staff provide inspiring and motivating role play areas which act as an exciting base to extend children's creativity. They enjoy exploring the ice tent and playing with all the animals that live in the coldest conditions. Staff promote children's communication and language skills very successfully and children engage in meaningful conversations with adults and friends. Children with English as an additional language learn to speak English very rapidly with their friends and enjoy books and signs in their home language displayed in the nursery. Children listen to exciting stories about baby snow bears and sing their favourite songs. They are extremely well encouraged to enjoy music and to play instruments led by a skilful music teacher. The staff provide very good levels of support to families working with other professionals involved with the children to successfully support each child's full inclusion in the nursery.

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

Children form very secure, meaningful relationships with their key persons and all staff offer highly positive care and reassurance. Consequently, children feel very safe and happy, and they become extremely confident learners. The settling-in process is very well supported by parents and staff. For example, the special home box, which parents prepare with their children before they start nursery, is used very sensitively to help bridge the gap between home and nursery. The home book too helps staff to create an excellent daily and weekly dialogue with parents. It is also used as a vehicle to share the week's planning and record the exciting things that the children have been doing with their families.

Very well-planned activities thoroughly support children's understanding of how to keep themselves safe. For example, children have learned to walk safely in a line, up and down the stone staircase to the garden. They hold tight to the banister and remind each other

to avoid the snapping crocodiles painted on the wall. Children also learn how to use different tools safely within the nursery, such as scissors to cut paper. Children eagerly learn how to follow a healthy lifestyle. Staff offer healthy snacks such as cucumber and milk, and children help themselves to water whenever they want so they do not become thirsty. The nursery encourages parents very sensitively to think about healthy foods and they have attended training sessions with a nutritionist about the importance of healthy eating. Staff conscientiously implement the policies in place to support individual children's dietary needs and allergies. As a result children's well-being is protected extremely well.

Displays of children's artwork indicate that they have been visited recently by the local fire service. The children have taken turns to sit in the cabin of the fire engine and sound the siren, as well as to learn about the dangers of fire. Children demonstrate that they take safety seriously by pushing their chairs back under the table when they leave it. These courteous gestures are just some of the excellent systems in place to encourage children to be socially aware, as well as safety conscious. Children have many exciting opportunities to take part in exercise during their weekly sports session with their school coach. This means that they learn to move very confidently as well as practise ball and climbing skills on the equipment in the garden. Staff have very high expectations for children's behaviour and consequently children behave very well and share sensibly. A strong community feeling is enhanced by the religious ethos of the school.

Children are extremely well encouraged to take care of their environment; they help tidy up and learn to wipe the tables with paper towels if they spill water or milk at snack time. However the children do not have extensive opportunities to grow a wide range of plants to learn more about the natural world. Staff act as excellent role models, they speak to children affectionately and use good manners. The nursery offers a very stimulating and well-resourced environment with good quality resources that are organised attractively. This is an exciting learning space and it gives good access for the children to choose what they want to do. Children learn to respect the cultural diversity of the families who attend the nursery and they celebrate a wide range of festivals to increase their understanding of the social world around them.

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

The leadership and management of the nursery are exceptionally good. The manager works closely with her staff to ensure that there is a high level of consistency in the approach to teaching children. Children have a very good start at the nursery and develop very strong skills in the prime areas of learning. They make rapid progress and they are prepared extremely well for future learning, and eventually for the transition to primary school. There are robust vetting procedures in place to make sure that new staff are suitable to work with children. Robust procedures enable the management team to consistently monitor new staff and there are highly effective systems in place for ongoing supervision and appraisals. These help highlight areas for professional development. There are regular opportunities for staff to promote their skills and development, and they are encouraged to take responsibility for areas of curriculum and the environment. Staff

consistently have opportunities to attend training provided by the local authority and they share the new practice they have learned so that their colleagues benefit. In this way staff are inspired to maintain high standards of teaching and to aspire to improve their knowledge and skills to enhance outcomes for children's learning. Regular staff meetings empower staff to discuss and share best practice. They consistently evaluate the quality of the assessment and recording of children's achievement to further enhance the excellent nursery provision.

The nursery school's self-evaluation plan is a key driver for improving the quality of the service, and the commitment to involving staff and parents in delivery is a very strong focus. Staff deployment and supervision are highly effective in helping keep children safe. All staff are trained and confident in their knowledge and understanding of safeguarding procedures. This helps protect children very effectively and keeps them safe. Robust risk assessments for the premises highlight any hazards, which enable the staff to put robust preventative measures in place to promote children's welfare and safety. There are effective systems in place to deal with complaints. The manager is always available on arrival and departure for parents to speak to her. The partnership with parents is excellent. The nursery consolidates its strengths with termly family outings to places that extend children's learning opportunities such as the Polka Puppet Theatre, the Wetlands sanctuary in Barnes and the Horniman Museum in South London. Each term there is also a Fathers' Morning, a Mothers' Morning, or a Grandparents' Morning. These are sessions when family members can play with their children and enjoy the social experience of meeting each other. Daily contact with their children's key persons ensures that parents receive regular informal feedback about their children's progress. Parents also receive their children's individual learning plans each term so that they can promote interesting learning activities at home.

The nursery strives continuously to maintain very high standards through the dedication of the staff team, who are united in driving improvement. Consequently, this has an exceedingly positive impact on the quality of teaching and learning for all children. Partnership with parents is exemplary. Highly positive relationships with parents enable staff to give children the specific care and education each individual requires. Parents report that they think the nursery is very special place because they value the amount of attention their children receive and the community atmosphere that they feel part of. Many of the families have had older children attending the nursery and express their strong sense of belonging to the service.

## 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

<b>Unique reference number</b>	EY461043
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	941761
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Dolphin School Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0207 924 3472

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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.

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