

Noah's Ark Nursery School

Noahs Ark Nursery School, Endlesham Church Hall, 48 Endlesham Road, LONDON, SW12 8JL

Inspection date

Previous inspection date

11/10/2013

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

- Staff manage children's behaviour superbly. They use positive behaviour management strategies that meet the individual needs of children highly successfully.
- Staff keep thorough assessment records of children's progress which are used highly effectively to provide rich and challenging experiences for all children.
- Planning is robust and encompasses a broad variety of stimulating and imaginative activities.
- Children make excellent progress because staff extend their learning very successfully and utilise opportunities to develop children's vocabulary extremely well.
- Management has a very strong drive and commitment to improvement of the provision which results in aspirational and highly relevant goals for improvement.

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 carried out a joint observation with the provider of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector spoke to parents, staff and children and took their views into consideration.
- The inspector held a discussion with management.
- The inspector sampled a range of documentation.

Inspector

Jennifer Beckles

Full Report

Information about the setting

Noah's Ark Nursery has been operating for a number of years and re-registered in 2013 due to a change in charity number. It is one of three nurseries that are part of Dolphin Independent School. The nursery operates from a church hall and is situated in Balham, in the London Borough of Wandsworth. The nursery is registered on the Early Years Register. The nursery is open from 9am to 12.30pm, term time only. The nursery employs five staff, including the manager, all of whom hold early years qualifications. The manager has Early Years Professional Status. There is one member of staff who is a qualified teacher and three staff hold National Vocational Qualifications to level 3. There are currently 27 children in the early years range in attendance. The nursery receives funding for free early years education for children aged three and four years. The nursery supports children who learn English as an additional language.

What the setting needs to do to improve further

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

- enhance children's learning about shape, form and number, for example by developing interactive displays.

Inspection judgements

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

Children are highly engaged, independent learners. Staff provide an extremely broad range of challenging, stimulating activities based on children's interests and skills. They make thorough plans which meet the individual needs of children and enable them to make excellent progress in their learning. Staff provide an excellent balance of child-initiated play and adult-led activities which enable children to make independent choices along with carefully structured learning experiences. A variety of specialist teachers regularly visit the nursery to provide children with enriching learning experiences, including sports and dance teachers to develop children's physical coordination skills.

Staff question children very effectively while they complete challenging puzzles. For example, as the children complete animal puzzles, staff ask them where different animals live and talk to them about various types of food eaten by animals. This supports their understanding of the world very well. Staff build on children's previous learning to enhance their understanding of different concepts. For instance, staff introduce a creative activity to children by discussing an earlier, related activity which involved rolling conkers down slopes to compare speeds. This provides an excellent early understanding of

scientific concepts. Staff encourage children to examine the size, shape and patterns of natural resources used in a creative task and introduce the children to mathematical language, which develops their language skills. Children handle glue sticks and paint brushes very competently and demonstrate excellent concentration skills as they make highly creative designs.

Children are strongly motivated and curious learners. They have excellent knowledge of letters and sounds. For example, children select texture letters and discuss the shape, name and sound associated with the letter. Together, children correctly suggest words beginning with different letter sounds. They confidently recognise their names and some write their own names independently. Children have exceptional skills in the use of technology. For instance, they operate educational programmes on the computer independently by making selections and completing electronic tasks. Staff present daily challenges to the children to secure their counting skills. For example, they challenge children to work out how many more cups are needed at snack time to ensure that all children have one. This supports children's early addition skills. However, children's learning is not further enhanced by using resources, such as interactive displays, that enable them to further explore number, shape and form. Staff make excellent use of opportunities to develop children's language skills. For example, children explore the texture of different resources and staff introduce new vocabulary to them to describe materials. Children engage in pretend play well, negotiate roles effectively and express themselves very confidently. These activities help them to learn valuable skills for later use in schools.

Staff provide exceptional levels of challenge in a very wide range of stimulating outdoor activities. For instance, children practise their throwing and coordination skills while they aim beanbags at numbered water bottles. This also supports their recognition of numbers very effectively. Children use their initiative in excellent ways. For example, they create car ramps from cardboard tubes and enjoy comparing different speeds of cars. Staff provide a great range of flexible resources, such as cardboard boxes, that enable children to use their imagination to a high degree. Children move expertly in a range of different ways, including balancing across stepping stones, climbing up challenging frames, and jumping through hoops.

Children who learn English as an additional language make excellent progress because staff use a broad range of resources, such as dual language books to support children's development of language. Staff also find out key words in a child's home language and use these to help children to communicate their needs.

Staff keep high quality, comprehensive records of children's progress. They carry out regular observations of children, which are evaluated robustly, and use these along with other evidence of children's skills to plan for their next steps for learning extremely well. Full progress checks are completed for children aged between two and three years and detailed written summaries are provided to parents.

Staff keep parents very well-informed of their children's progress. They hold regular parents' evenings and maintain home and school diaries to support communication between the nursery and parents. Parents have excellent opportunities to contribute to

their children's learning. For instance, special father's events are held where fathers are invited into the nursery to take part in activities with their children.

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

Children are very keen and highly enthusiastic learners in this nurturing nursery. They settle in exceptionally well because there is a well-established key person system, which results in children developing very strong relationships with staff. Staff know and cater for the emotional needs of children very effectively because they find out about children's preferences and personalities. Staff support children who learn English as an additional language to settle well because they display pictures of the nursery routine, which supports their understanding very effectively.

The nursery is exceptionally well-resourced and highly organised. This enables children to make free choices from clearly labelled, accessible resources and fosters their independence skills very well. Children have excellent awareness of how to behave in safe ways. This is because they have visits from local community support officers who talk to them about road safety. Also, staff remind them to use their 'walking feet' to avoid accidents while moving around indoors. Children use tools and materials safely and skilfully, such as scissors. Children have excellent self-care skills and put their coats on and wash their hands independently.

Children have an excellent understanding of the need to eat healthily because staff teach them about the benefits of a nutritious diet. Staff provide fruit and vegetable snacks which the children help themselves to independently. Staff provide excellent opportunities for children to develop responsibility for minor tasks, such as pouring drinks for others and laying tables. They develop exceptional physical skills because they have daily physical exercise on a broad and challenging range of outdoor equipment, along with specialist weekly sports sessions taught by external teachers.

Children's behaviour is exemplary. This is because staff have very clear expectations which the children understand and meet consistently. Staff use praise to motivate children to behave well and talk to them in gentle and positive ways. Behaviour strategies used by staff are differentiated so that the most appropriate strategy is used to meet the individual needs of each child successfully. Children are prepared extremely well for the move to school because staff have links with local school teachers who visit the children to get to know them. Staff encourage children to bring their school uniforms into the nursery so that they can get used to wearing them and talk to them about school life. Children spend time in new groups before moving up at the nursery in order for them to get used to new areas and staff.

Staff support children's understanding about difference extremely well by providing resources that reflect a broad range of abilities and cultures, such as dolls with disabilities and multicultural puzzles. Staff also talk to children about special cultural events to develop their awareness of different cultures.

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

Children are extremely well protected in this highly organised nursery. The manager and provider have an excellent awareness of the requirements of the Statutory Early Years Framework and understand their responsibility to ensure compliance with these. Staff have robust safeguarding knowledge because they have all received training in this area. They have a very comprehensive knowledge of procedures to follow should they have concerns around a child. Staff are vetted robustly for their roles and this helps to keep children safe. The premises are checked thoroughly through risk assessments, which also cover outings, equipment and resources. This provides further excellent support to children's safety. Staff fully implement a strong portfolio of required policies and procedures and this helps to keep children protected from harm very effectively.

The staff group is highly qualified and very well skilled which promotes excellent outcomes in children's learning and development. Staff take part in detailed yearly appraisals that accurately identify their training needs. For example, staff attended a course on behaviour management, which led to a greater understanding and range of behaviour management strategies that meet the individual needs of children. Management supervise staff comprehensively and set challenging targets for development to improve practice and skills. Staff receive excellent support, advice and coaching as required to meet their professional needs.

The management have an exceptional awareness of the quality of staff practice because of the regular amount of time spent carrying out thorough observations of practice. Staff receive feedback about observations during supervision sessions so that practice is improved continually. The management review each child's learning and development record and examine planning by staff in order to help ensure consistent high quality practice. Their review also identifies any children who are operating outside of expected levels in order for high levels of support to be offered.

Children's needs are exceptionally well met because staff have excellent partnerships with a range of people involved in children's care and learning. For example, links with local schools enable teachers to visit, share information and get to know children before they move to school. Partnerships with parents are very strong. Parents are regularly invited into the nursery to take part in activities with their children so that they can contribute to children's learning. Staff keep parents fully informed of activity plans and of children's progress.

The management have an astute awareness of the strengths and weaknesses of the nursery and have a strong drive and commitment to improve the provision. For instance, there are plans to enhance outdoor learning to provide children with wider learning opportunities. The nursery operates extremely effectively and has a very high capacity to maintain this in the future.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY461038
Local authority	Wandsworth
Inspection number	911104
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	27
Name of provider	Dolphin School Trust
Date of previous inspection	not applicable
Telephone number	0207 924 3472

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

