

Inspection of Noah's Ark Pre-school

St. Johns Church Hall, Forton Road, GOSPORT, Hampshire PO12 4TQ

Inspection date: 8 June 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The children excitedly enter the pre-school and follow the rules straight away. They independently put their belongings away. For example, they take off their hand-made jewellery and put them in their trays. Children have strong attachments with their key person and eagerly tell them about their morning. Children enthusiastically help the staff to set up activities. The children follow the direction of the leaders with ease and are extremely helpful. The children are immensely happy and secure in this environment. They are curious learners who enjoy challenging themselves. For example, they bring in recycling from home, with the inspiration to create something highly impressive.

Children have a wealth of opportunities that support their interests. Each activity is thoroughly planned to stimulate children's inquisitive nature. They are curious about the world around them, bringing their fantastic imaginations into their play. For example, children are writing to fairies that live in the magical tree outside. Children are in awe and wonder by the magical things that happen in the 'fairy garden'. They use their exceptional language skills to explain what is happening. Staff encourage this by responding and extending their creative skills. For example, staff provide writing equipment and resources to explore further. Children find the activities inspiring, which gives them more motivation to learn.

What does the early years setting do well and what does it need to do better?

- The manager has high expectations of all the children. Her ambitious curriculum allows for all children to succeed in their learning. All children are making exceptional progress, which staff record and share with parents. The dedicated and passionate staff are fully focused on the individual child. They will adapt the planning when necessary. For example, using the dolls in the 'home corner' to help support intimate-care times. This gives children the opportunity to imitate adults in their play. Therefore, the quality of education provided is outstanding. Children are being taught new skills to prepare them for the next stage of their development.
- All staff support children with special educational needs and/or disabilities. The special educational needs and/or disabilities coordinator identifies children's needs at the earliest point. Then guides the staff with support of outside agencies. For instance, they work with health visitors to adapt learning opportunities. With staffs dedicated approach all children are included. Small-group sessions are being utilised to strengthen individual needs. For example, children work in groups for mindfulness sessions. They learn to understand their emotions and work on tools to help them relax. Children are emotional secure.
- The children's behaviour is impeccable. They play together and support each other. They resolve conflict without the need of adult assistance. For example,

they work together to count how many pieces of fruit they need for everyone. They then take it in turns to pass the plate around and take a piece of fruit. Children have strong social skills. Staff observed this as a prior weakness due to the lack of socialising during COVID-19 pandemic.

- The environment is calm. Children are all fully engaged in their chosen activity. Children welcome adults into their play. For example, children surround the adult reading a firm favourite, 'The Hungry Caterpillar'. They listen attentively, recalling parts of the story using props. There is a range of activities which support all areas of development, inside and outside. Children have exceptional mathematical knowledge. For example, staff ask children to continuously count their friends and name shapes in the environment. Older children do this with ease, while the younger children enjoy being taught.
- Staff promote a healthy lifestyle. Children understand how to look after their bodies and the importance of a healthy diet. For example, children have their own 'fruit card' with a range of different fruits on, once they have tried a new fruit they can add a sticker to the picture. They have great self-care skills, independently preparing for snack times. For example, washing their hands, sitting at the table and pouring their own drinks. Staff had concerns about children's oral health so implemented toothbrushing after snack time. As a result, children build resilience and independence skills.
- Parent partnerships are exemplary. Parents feel overwhelmed by the support given. The staff have unlimited knowledge of their children's home life and their families' background. There are communal areas for parents to support their needs. For example, outside the front of the pre-school there is a small courtyard where parents can access healthy food, second-hand clothes and books. Parents receive constant updates on their children's development through an online learning journal.
- Staff are constantly updating their knowledge through regular training. The staff all feel very supported by the manager. They undergo regular appraisals and supervision meetings. Staff go above and beyond to provide the best care for the children in this pre-school. For example, staff explain how they are fully dedicated to the children. They do work in their own time to support this. This allows for high levels of teaching and learning within the pre-school session.

Safeguarding

The arrangements for safeguarding are effective.

Staff's knowledge of safeguarding topics is exceptional. They understand the different safeguard issues that they need to be aware of, such as radicalisation and county lines. All staff can identify the signs of abuse. They know the procedures for reporting concerns and what external agencies can support them. All staff ensure they deploy themselves well to ensure the safety of all children. They count children when transitioning to different parts of the pre-school. Staff complete regular risk assessments before, during and after the children have attended. The manager follows a robust recruitment procedure. This is to ensure that all suitability checks are completed before they work with the children.

Setting details

Unique reference number	507947
Local authority	Hampshire
Inspection number	10285508
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	Noah's Ark Pre-School Committee
Registered person unique reference number	RP519750
Telephone number	07713812875
Date of previous inspection	9 October 2017

Information about this early years setting

Noah's Ark Pre-school registered in 1998. The pre-school employs three members of staff. Of these, two hold an appropriate early years qualification at level 3 and one at level 2. The pre-school is open everyday of the week 8.30am to 2.30pm, term time only. The pre-school takes funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to staff during the inspection and parents shared their views on the setting.
- The inspector observed the children in their play.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager to discuss the leadership of the pre-school and looked at relevant documentation including evidence of staff suitability.

We carried out this inspection 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.

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