

Inspection of Noah's Ark Pre school (Billericay)

Mill Hill Drive, BILLERICAY, Essex CM12 0LS

Inspection date: 25 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day at pre-school. Staff welcome the children and their families. The manager and her team invest time in getting to know the children and settling-in sessions are tailored to meet their individual needs which may also include a 'home visit' if appropriate. Children's well-being underpins all decisions made and means that overall, children settle well and leave their parents with ease. The curriculum is based around the children's interests and what they need to learn next. Parents are encouraged to share what they know about their children. Staff have a secure knowledge of how children learn, and initial assessments and observations inform the planning of activities around the children's interests and seasonal themes.

Children demonstrate they feel secure. They speak with confidence to visitors to the setting. For example, they are curious about names, they understand print has meaning and make good attempts to copy letters from visitor badges, as they role play schools. Children show enthusiasm and sustained concentration as they make models. They persevere as they find the end of sticky tape. Children are supported as they use scissors to cut wool and are thrilled with their creations, and the praise they receive. Staff are attentive and show genuine kindness to children. They are good role models. Children have formed friendships and are kind to one another.

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

- The quality of teaching is good. Staff have high expectations for all children. There is a strong focus on supporting children's language and emotional development. Children have many opportunities to learn skills they need to prepare them for successful future learning and for the transition to school.
- An effective key-person system means children settle quickly. Staff are sensitive, warm and nurturing, and children have established secure bonds with their key person.
- The manager ensures that the curriculum provides appropriate challenge and is securely embedded across all areas of learning, both indoors and outdoors. Children play within a fully inclusive environment where resources are easily accessible for them to initiate their own ideas.
- Children enjoy their time outdoors in the garden. They learn to take care of themselves and keep safe in the sun. They understand the importance of wearing sun hats and of keeping hydrated when outdoors. They are provided with opportunities for water play to keep cool, and master the skill of filling syringes to squirt. They concentrate and giggle when they complete the task.
- The pre-school special educational needs coordinator is knowledgeable about her role and is committed to ensure children with special educational needs and/or disabilities, are well supported. Staff use early intervention strategies to

ensure children can actively participate in all aspects of the pre-school.

- Parents express their complete confidence in the staff and feel assured their children are safe and progressing well. Parents say they feel welcome, and that staff are extremely supportive and approachable. They say communication is good and they are fully informed and involved in their children's progress.
- Children are very familiar with the routines of the pre-school and respond well to the requests of the staff. However, on occasions, the routines of the session have an impact on the children's play, concentration, and learning. For example, when children are engrossed in their play, they are interrupted for garden play or when they have to return indoors for group sessions.
- The manager has effective systems in place to recruit, induct and monitor staff. She welcomes her team's ideas and individual skills that will enhance the curriculum. Staff comment that they feel valued and fully supported to develop their own professional qualifications and attend training whenever possible.
- Children's behaviour is good overall. However, on occasions, some staff are too quick to intervene in children's disagreements. This means children are not learning to negotiate with one another to establish a positive solution to a problem, for example, when sharing toys.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the organisation of daily routines to ensure that they enable children to finish activities to their own satisfaction
- provide children with more opportunities to take responsibility for themselves and solve problems when negotiating how to share resources.

Setting details

Unique reference number	EY219490
Local authority	Essex
Inspection number	10351643
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	21
Number of children on roll	44
Name of registered person	Noah's Ark Pre-School (Billericay) Committee
Registered person unique reference number	RP520301
Telephone number	01277 637433
Date of previous inspection	3 October 2018

Information about this early years setting

Noah's Ark Preschool (Billericay) registered in 2003. The pre-school employs seven members of childcare staff, of whom all hold appropriate early years qualification at level 2 and above. It operates Monday to Friday from 8.45am until 3.15pm, during term times only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed the curriculum and what the team want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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