

Noah's Arkley

Rowley Lane Maccabi Recreational Trust, Rowley lane, Arkley, Barnet, EN5 3HW



Inspection date

14 May 2015

Previous inspection date

20 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide an exciting and stimulating environment for children, which is well resourced and includes activities that reflect all areas of learning. As a result, children develop their independence and confidence as they make choices in their play and develop the skills they need ready for the school environment.
- The staff give a high priority to supporting children's language development. As a result, all children, including those with communication difficulties and those learning English as an additional language, are developing good communication and language skills.
- Children learn about having a healthy lifestyle. Staff provide healthy meals and snacks. They also take part in regular physical exercise as they play, such as rolling down small hills and taking nature walks in the woods. Staff support children's growing understanding of why they do things to keep themselves healthy and safe.
- The management team implements good arrangements for staff supervision and training, and promotes sharing of information between staff. This supports staff in maintaining good practice throughout the nursery. As a result, children make good progress in their learning and development.

It is not yet outstanding because:

- Staff do not always give children enough time to respond to questions and share ideas, to extend their thinking and mathematical problem-solving skills.
- Occasionally, staff miss opportunities to fully support children's understanding of joining in with daily routine tasks, such as tidying up after play, to promote their independence skills further.

What the setting needs to do to improve further

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

- improve children's involvement in daily routine tasks by effectively role modelling good practice, particularly when tidying up after play
- provide sufficient time for children to respond to questions so they can work things out at their own pace, to extend their thinking skills further.

Inspection activities

- The inspector observed activities in the main nursery room, the small room, and outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the deputy manager of the nursery.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures and the written self-evaluation document.

Inspector

Anahita Aderianwalla

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Staff routinely observe children in their play and make accurate assessments of their capabilities. As a result, they plan activities that are tailored to children's individual learning needs to ensure they make good progress. Staff make good use of information gathered from parents and encourage them to make contributions to assessments, so that children continue to make good progress. Staff have a good understanding of how children learn and develop. Older children enjoy small group activities where they are challenged to think and develop confidence with recognising letters and sounds. Staff ask questions to challenge their thinking and curiosity. Younger children regularly explore a very stimulating outdoor area, where they learn new physical skills and make sense of the world around them. Staff are responsive to children's early interactions, gestures, sounds and initial words; they use stories well to encourage their knowledge and understanding. Children gain useful skills for their future learning.

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

Children form strong bonds with their key person, staff and each other. Staff support children sensitively through the settling-in process, which is tailored to their individual needs. As a result, children are happy, and make good relationships with other children and staff easily. Children gain a good understanding of how to keep themselves safe. Children behave well; they communicate confidently and socialise well with others, clearly recognising behaviour boundaries. Staff's good recognition of children's achievements contributes to their good levels of self-esteem. Therefore, all children are emotionally well prepared for future changes and for school.

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

The leadership team has a good understanding of the Early Years Foundation Stage and is committed to children's safety, well-being and learning. They implement good procedures to check the suitability of staff. Staff are knowledgeable about safeguarding procedures, showing a good awareness of how to act to safeguard children. Training and supervision are strong features of staff development, thereby promoting good-quality teaching, planning and assessment. Management places a high emphasis on driving improvement, which includes the contributions of staff, parents and children. They use this information well to set future goals to increase the children's learning and care experiences. Staff make good use of ideas from training to improve the physical development of all children. They have introduced activities to improve children's core strength, balance and coordination skills. Staff have effective partnerships with parents, external agencies and other providers, to help ensure children's individual needs are met.

Setting details

Unique reference number	EY348243
Local authority	Barnet
Inspection number	828547
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	20
Name of provider	Julia Hazel Davis
Date of previous inspection	20 May 2011
Telephone number	020 89589676

Noah's Arkley nursery registered in 2007. It operates from a sports social club that is situated in Arkley, within the London Borough of Barnet. It is open Monday to Friday, during term time only. On Monday, it opens from 9.30am to 2.30pm, on Tuesday to Thursday from 9am to 2.30pm, and from 9am to 12.30pm on Friday. There are seven members of staff, all of whom hold early years qualifications to at least level 2, including one who has recently achieved Early Years Professional Status. The provider is in receipt of funding for free early education for three- and four-year-old children.

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