

# Inspection of The Ark Association Ltd (1)

Princess Avenue, Oakham, Rutland LE15 6PQ

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Inspection date: 28 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enjoy the positive interactions they receive from staff. For example, children in the baby room show excitement when staff show them bubbles. Staff talk to them about stamping on the bubbles with their feet, helping children to recognise words that link to their actions. Children in the toddler and pre-school room run around in the garden, laughing with staff as they develop their physical stamina. Children are reminded by staff to use good manners. For example, when they say, 'I want my baby', staff repeat their words and say, 'I want a baby, please.'

Children in the toddler and pre-school room are keen to express themselves through craft activities. When staff ask them questions about their artwork, they explain that they are making a rainbow. This encourages children to communicate and share their thoughts. Children are supported to develop their understanding of numbers and early subtraction. For example, staff plan activities to help children recognise numbers. They show children a number five to represent five pretend sausages they make with play dough. Staff ask children questions about how many there would be if one of the sausages was taken away. Pre-school children develop their balance and coordination as they walk across wooden logs. Staff hold their hand for support and to promote their safety.

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

- The manager and staff plan a curriculum that focuses on supporting children's communication and language skills. For example, children in the baby room are helped by staff to identify the names of different animals. Staff repeat the words and sentences that children use, helping them to hear the correct pronunciation.
- Before children move from the baby room to the toddler and pre-school room they are supported emotionally by staff. For example, staff take them for visits to the next room at certain times of the day, such as lunchtime and during outdoor play. Younger children can see through purpose made holes in the fence to interact with older children and adults in other areas of the garden. This helps them to become familiar with the staff, children and environment.
- Staff provide children with opportunities to develop a love of books. Children in the baby room take hardback books to staff for them to read. Staff use simple words and excitement in their voice to help capture children's attention.
- The manager and staff arrange outings for children to broaden their experiences. For example, pre-school children are taken swimming to help develop their confidence in water. They learn how to dress and undress themselves, developing their self-care skills in preparation for their move on to school.
- Parents appreciate the information they receive from staff about their children's

daily care routines and activities they enjoy. However, staff do not offer all parents ideas and suggestions about how they can continue to support children's learning at home, to provide more consistency for children to help them develop.

- Staff give children specific praise for their achievements. For example, when children show their independence to pour their own drinks, staff make comments, such as, 'Well done, good pouring'. This helps children to understand what they are being praised for.
- Staff help children to learn how to grow fruit and vegetables, learning the process from ground to plate. For example, children help staff to grow strawberries, tomatoes and potatoes. They harvest the potatoes, making them into potato wedges to eat for their snack. This also contributes to children having a nutritious diet.
- When children access the internet in the nursery staff sit with them, so they are never left alone on devices. Children can research information to promote their interests, such looking at animals. However, staff do not fully support children to be able to identify and understand what to do if they encounter potential hazards when they use the internet at home.
- The manager and staff reflect on their practice and gather feedback from parents. Recent changes include moving a kitchen role-play area in the garden to allow children access to this in all weathers. They are able to use sand, leaves and natural resources to help develop their imagination.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff check the environment and remove hazards, helping to provide a safe space for children to play. There are high-level door handles leading from each of the playrooms. This helps to stop children accessing the corridor unsupervised. The manager and staff understand their responsibilities to safeguard children. They know how to identify the signs of abuse, including if children are being exposed to radicalisation. The manager and staff know where to report concerns about a child's safety or if they have concerns about another colleague. The manager follows a robust recruitment procedure to help ensure staff are suitable in their roles.

## **What does the setting need to do to improve?**

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

- offer all parents ideas and suggestions about how they can continue to support their children's learning at home
- help staff to embed children's knowledge of how to identify and what to do if they encounter potential hazards when they access the internet at home.

## Setting details

<b>Unique reference number</b>	EY439880
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10295458
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 6
<b>Total number of places</b>	33
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	The Ark Association
<b>Registered person unique reference number</b>	RP531262
<b>Telephone number</b>	01527 755776
<b>Date of previous inspection</b>	14 December 2017

## Information about this early years setting

The Ark Association Ltd (1) registered in 2011 and is situated in Oakham, Rutland. The nursery employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two at level 4 and one at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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