

Inspection of Noahs Ark Pre School

All Saints Centre, High Street, Weston, Bath BA1 4BX

Inspection date: 14 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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

Leaders have clear intentions for children's learning. The curriculum places a focus on preparing children for school, helping them to gain fundamental skills such as independence and confidence. Staff create a calm and welcoming environment where children demonstrate that they feel safe, secure and happy. Children arrive and immediately immerse themselves into the morning routine, shining with independence. Children pack away their belongings, wash their hands and find their names for self-registration. Furthermore, children wipe their own noses and attend to their own toileting needs. Children learn how to lead a healthy lifestyle. Children demonstrate good early mathematics skills. They count beads up to 15 and use language such as 'bigger' and 'smaller'. Outside, children build strength and agility as they pull on a net to climb a hill. Children excitedly pick flowers, enjoy chatting together and use vocabulary such as 'lavender' and 'dandelion'. Children are highly motivated and curious learners.

Children's behaviour is exemplary. Staff set clear, consistent rules and boundaries, helping children to know and understand what is expected of them. Children begin to learn how to manage their own conflicts and use phrases such as 'Shall we swap and take turns?' Staff are excellent role models and children listen and follow instructions well. For example, when they hear the tidy-up bell, they tidy away toys together. Children's transitions, both within the setting and on to school, are well-supported. For example, staff ensure dough is available every morning for children as they arrive, providing a calm sensory experience. This helps to create seamless transitions for children.

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

- Children enjoy varied experiences across all areas of learning. Staff plan activities that are stimulating and engaging. For example, children push small cars down pieces of guttering, observing how fast they go. Inside, children have fun drawing faces with shapes. However, at times, staff do not use their good knowledge of children as well as they could to extend children's learning even further. This means that, on occasion, children's learning is not fully maximised.
- Staff know children well and complete regular assessments, helping to monitor and track children's development. Leaders work closely with outside professionals and parents to implement effective strategies, helping to close gaps in learning. For example, staff provide targeted interventions to focus on specific outcomes for learning. Leaders recognise the importance of sharing relevant information with other settings children attend. This provides consistent approaches to their learning. Children make good progress.
- Children's emotional well-being is a strong focus. Children confidently share their 'wow' moments from home and relish in pride and self-confidence. Staff validate

children's feelings and help them to find ways to self-regulate. Consequently, children demonstrate a mature awareness of their own feelings and those of others. For example, children offer their toys to others when they are feeling sad and say, 'This will make you feel better.' Children feel proud of helping others and share this with staff. Children gain excellent emotional literacy skills.

- Children benefit from opportunities within their daily routine to develop their communication, language and literacy skills. Staff and children enjoy singing, dancing and using sign language to retell stories, such as 'The Three Billy Goats Gruff'. Children confidently repeat phrases, helping them to recall familiar stories. Staff question children effectively, giving them time to think and respond. Children begin to recognise their names and demonstrate good pencil control when drawing, in preparation for early writing.
- Staff help children to begin to learn about their local community. They visit local shops, the church and library. Leaders welcome visitors into the setting to share their job roles, including beekeepers. Children enjoy sharing how they say 'hello' in their home language. This widens children's knowledge of diversity and culture.
- Leaders and staff are passionate about their roles. They work together collaboratively and staff report that morale is high. Leaders empower staff by identifying areas for development and disseminating training, to ensure all staff benefit from new knowledge. Leaders understand the importance of self-evaluation to continuously enhance the provision. For example, the implementation of a staff communication book and a parent feedback board ensures consistent information sharing.
- Leaders and staff strive to build strong relationships with parents and offer ongoing support. For example, leaders provide parent workshops on how to support children's well-being, helping to strengthen the continuity of learning at home. Parents regularly receive updates on their children's development and enjoy attending stay-and-play sessions. Parents deeply value the 'kind, nurturing and trustworthy' staff.

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:

- refine activities and staff interactions to target and challenge children's individual learning more precisely, helping them to reach their full potential.

Setting details

Unique reference number	EY224711
Local authority	Bath and North East Somerset Council
Inspection number	10399630
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	22
Number of children on roll	28
Name of registered person	Simpson, Helen Jane
Registered person unique reference number	RP513334
Telephone number	07941 611 417
Date of previous inspection	9 December 2019

Information about this early years setting

Noahs Ark Pre School registered in 2002 and is located in Weston Village, Bath. The pre-school employs nine members of staff. Of these, four have qualified teacher status, two hold relevant qualifications at level 6 and two staff hold a level 3 qualification. There is currently one unqualified member of staff. The pre-school is open from Monday to Friday during school term time only. Sessions are from 9am until 3pm. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn
- The inspector observed the quality of teaching and carried out a joint observation with the manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- A meeting was held between the inspector and the manager to discuss leadership.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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