

Inspection of Noah's Ark Community Preschool

St. Andrew's Church, 153 Colworth Road, London E11 1JD

Inspection date: 26 September 2025

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 happily at this welcoming setting. On arrival, they are warmly greeted by caring staff and their peers before settling down at an activity of their choice. Children develop close and trusting relationships with adults, who know them well and respond to their needs. This helps children feel safe, secure and ready to learn.

Leaders and staff are ambitious for all children. They plan a broad and well sequenced curriculum that focuses on promoting communication, physical, social skills and independence. Children are curious learners, who are eager to explore. Staff organise activities based on children's interests to engage them fully in their learning. Children develop the skills they need for their future learning.

Staff provide an inclusive, community-focused environment, where every child is valued and respected. Children learn about a variety of traditions and cultural festivals. For example, children visit different places of worship and explore henna patterns as they learn about the celebration of Diwali.

Children learn to identify their emotions. Staff use visual aids and language prompts to help children understand and express their feelings. Children are learning to manage and regulate their emotions and develop positive relationships with others.

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

- Leaders are very committed to supporting children and their families. All children receive the help they need to make consistently good progress. Staff implement early interventions and provide carefully tailored support, such as small-group language sessions, music activities and one-to-one time. Leaders and staff work closely with parents and other professionals to identify children who may need extra help. This contributes to narrowing gaps in children's learning and development quickly. Funding, such as the early years pupil premium, is used to enrich the curriculum and provide children with experiences they might not access otherwise.
- Staff extend children's learning during play. They introduce new words and ask effective questions that encourage children to think and explain their ideas. For example, while making marks with ice cubes dipped in paint, staff prompt children to talk about textures, temperature and changes.
- Children are imaginative. They thrive in the role-play area as they play shops with their friends and staff. Children recall what they have previously learned and respond by naming different foods, such as aubergine, cheese and onions. They laugh together and pretend to be surprised when the shop suddenly

closes. Children learn how to share and wait their turn.

- Children develop independence through daily routines and enjoy the responsibility of small tasks. They peel and cut fruits and vegetables for their snacks, spread butter on their toast, pour drinks and tidy-up resources. This fosters children's sense of achievement.
- Children behave well. They play cooperatively and show kindness. Staff consistently reinforce expectations for behaviour and praise children's efforts and achievements. This helps to build their confidence and self-esteem.
- Effective partnerships with parents contribute to children's learning and overall well-being. Staff share information about children's development and promote home learning. For example, they organise workshops and send home resources that parents can use to support their children's development. Parents value the support and guidance they receive and speak positively about the detailed communication from staff.
- Children enjoy nutritious meals and try new food. They access fresh air and exercise daily. While children are encouraged to make healthy choices, staff do not consistently extend their understanding of why certain foods are good for their bodies and development.
- Children show good fine and gross motor skills. They enjoy exploring the water area, pouring water from pots into funnels and squeezing pipettes. They competently move in a variety of ways as they balance, climb up the steps of the slide and slide down.
- Leaders and staff are dedicated to their roles and work well as a team. They regularly meet to evaluate and develop their practice. Staff benefit from ongoing supervision and attend training relevant to the needs of the children in their care. This helps to improve their knowledge and has a positive impact on children's outcomes.

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:

- support staff to help children learn about the benefits of certain foods, to further promote their ability to make healthy choices.

Setting details

Unique reference number	EY471015
Local authority	London Borough of Waltham Forest
Inspection number	10398812
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 3
Total number of places	60
Number of children on roll	15
Name of registered person	Noah's Ark Community Preschool Ltd.
Registered person unique reference number	RP907733
Telephone number	0208 558 1777
Date of previous inspection	11 November 2019

Information about this early years setting

Noah's Ark Community Preschool registered in 2013 and is located in the London Borough of Waltham Forest. Hours of operation are between 8am and 4pm on Monday to Thursday and 8am until 1pm on Friday. The pre-school is open during term time only. The pre-school employs seven members of staff. Of these, one holds appropriate early years qualifications at level 6, three at level 3 and two at level 2. The director hold qualified teacher status. The pre-school provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Damiana Cornacchia

Inspection activities

- Leaders showed the inspector around the pre-school and explained their early years curriculum.
- 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 inspector talked to children and staff at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The nominated individual discussed the leadership and management of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at 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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