



New Generation Ltd

Inspection report for early years provision

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| Unique Reference Number | EY102654 |
| Inspection date | 21 November 2006 |
| Inspector | Adelaide Griffiths |
| Setting Address | 32 Bilton Grange Road, Yardley, Birmingham, B26 2LB |
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| Registered person | Sarah Jayne Marshall |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

New Generation Ltd opened in 2002 and operates from a converted semi-detached property in Yardley, East Birmingham. It is situated in a residential area. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from birth to five years on roll. Of these, nine children receive funding for early education. Children come from the local community and from a wider area as parents commute into the city centre to work.

The nursery employs 13 members of staff. Of these, 11 hold appropriate early years qualifications and two are working towards a qualification.

The nursery receives support from the Local Authority early years service. The setting has completed a Gold Quality Award with the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are clearly learning about personal hygiene as part of the daily routine. For example, they wash hands independently and are supported in wiping their noses. Children are protected against cross-infection due to effective procedures including the nappy change routine. Food preparation and storage are in accordance with Environmental Health guidelines. Owing to firm policies with regard to sickness, medication and emergency medical treatment children's health is competently protected.

Children are clearly gaining an understanding of healthy eating as they are served with cooked meals daily. Supplies of fresh vegetables are obtained frequently and a balanced menu is available. Children are developing skills in self-reliance as they access pieces of fruit from available containers and help themselves to individual beakers of drink. Children are clearly aware of the reasons for drinking. For instance, they explain that water is required if you are thirsty and they have opportunities to drink frequently.

All children have opportunities to participate in physical exercise during outside play. A wide range of resources including hoops and balls is provided to promote their large and small muscle development. Additionally, they also go on local walks to the park and on autumn walks to collect leaves.

All children have opportunities for quiet periods at some stage during the day. Younger children sleep according to established patterns and others engage in quiet activities of their choice.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment and they have a sense of belonging due to displays of their work. Effective storage ensures that children have ample space to move around freely. Children's safety is competently protected through the use of child-size furniture. For example, some chairs are supplied with harnesses. Children access toys and resources bought from reputable suppliers. A good range of safety measures is in place and children are helped to develop confidence in using stairs through the provision of banisters.

Children's security is maintained due to effective measures. For example, there is controlled entry to the premises. Consistent supervision during activities including sleep periods and a high adult:child ratio on outings contribute towards children's safety. Similarly, substantial procedures with regard to fire safety are in place and children are protected as they are supported in gaining an understanding of leaving the building in an emergency.

Children's welfare is safeguarded due to staff's clear knowledge and understanding of child protection issues. They are well-informed about relevant procedures as set out in documentation.

Helping children achieve well and enjoy what they do

The provision is good.

The development of children aged under three years is well-promoted through a range of activities using the 'Birth to three matters' framework. Staff evaluate and adapt activities to meet children's needs and regular observations are used to plan for further learning. The language skills and enjoyment of younger children are actively encouraged. For example, they participate in signing sessions and they sing nursery rhymes whilst banging on tambourines and triangles. Children are clearly gaining independent skills as they access resources and they are supported by staff who join in with activities. Aspects of children's development are promoted through a variety of methods. For example, as they listen to a story children are encouraged to imaginatively express happy and angry faces. Children's learning and development are substantially promoted.

Nursery Education

The quality of teaching and learning is satisfactory.

Pre-school children's large muscle skills are promoted as they run around confidently. They are clearly developing a sense of space as they avoid others while playing. They demonstrate growing body awareness. For example, they can explain the effects of the cold and take action against this by pulling sleeves down to cover their hands. Children benefit from play with a wide range of equipment including stilts which promote their balancing skills. Their small muscles skills are promoted through play with spades in the sand tray and by using small items such as pens.

Some staff have received training in the Foundation Stage. There is basic understanding of the six areas of learning and planning includes the stepping stones with outcomes for groups of children but not for children individually.

Children are appropriately challenged and staff have considerable expectations. For example, as children express doubts in their ability to cut out shapes staff give encouragement as they attempt these. However, they have not fully considered activities to extend the skills of children who are making progress in writing. Staff use various teaching methods to stimulate children's learning. For instance, during free play children are encouraged to sound out letters of animal names and their thinking skills are stimulated by appropriate questions. Staff have knowledge of children's ability in relation to their age and make allowance for these. For example, children who have recently moved up to pre-school are given encouragement to join in with activities until they are sufficiently confident to work unaided. Staff have built up trusting relationships with children and they are supported in feeling secure as they are allowed to engage in activities which they enjoy. For example, children play with construction toys or at the sand pit and change activities as they wish.

Currently there are no children with special educational needs receiving nursery education. However, staff have the support from the area co-ordinator for special needs for planning and promoting children's learning according to their additional needs.

Staff talk constantly to children and praise them for acceptable behaviour such as kindness to others and for complying with rules when sitting at the table. However, other children who do not sit quietly are not given an incentive for doing so and the boisterous behaviour of some children is insufficiently addressed. The learning and play of children is hindered by the inconsistent management of behaviour.

Staff work directly with children during the session and are involved in their free play activities. They provide an inviting environment in which children are at ease. For example, children's work including a number of lanterns are suspended from the ceiling and a collection of faces with features glued into place is displayed on a door. Most resources are stored within children's reach and they access individual trays in which their work is placed. However, a limited range of programmable toys are provided and the computer is at a level which requires children to be assisted by staff at all times. This means that children's independence is insufficiently promoted.

Assessments are carried out opportunistically but not followed by planned structured observations to move children on to the next stage of learning. Children's involvement in activities is identified on charts but insufficient detail is included and their capabilities are not always appropriately assessed. For example, older children are predominately identified at the lower end of the stepping stones when their achievements are at a higher level. Staff have planned activities and outcomes to promote some children's learning and progress.

Helping children make a positive contribution

The provision is good.

Children are treated equally and all are encouraged to join in with activities. Their individual needs are met as they access resources and dietary requirements are addressed effectively. Children are clearly learning about diversity due to interesting resources and activities. Their understanding of the wider community is positively raised through involvement with fundraising activities and visits to local shops. Additionally, children also learn about the roles of people in the community, for example, the police, electricians and fire officers.

For children with special needs staff receive support from external co-ordinators. Through this arrangement children's additional needs are met.

Children are well-behaved due to staff's positive approach. Their self-esteem is raised as they are praised for effort and for compliance with rules. Children are encouraged to engage in acceptable behaviour as staff prevent squabbles from escalating and manage children's behaviour according to their developmental stage. Children's spiritual, moral, social and cultural development are fostered.

There are long-established relationships with parents. Written information is provided before children start at nursery and consistent information sharing is continued subsequently. Parents

are kept informed about procedures. For example, the system in place to support children in learning about animals. Complaints posters are displayed and a complaints record is set up. Children's care benefits from the partnership with parents.

The partnership with parents and carers of funded children is good.

Parents are provided with information about the Foundation Stage including the six areas of learning and planned activities for each term. They are made aware of staff's expectations for children before they leave to start school and they are encouraged to be involved in activities. For example, they are invited to participate in workshops for music and dancing. Information about children's experiences is shared on a daily basis and a parents' evening is held to provide more detailed feedback. The partnership with parents supports the nursery education of children.

Organisation

The organisation is satisfactory.

Children are protected due to clear vetting procedures that ensure that staff are suitable to work with children. There is adequate organisation for the care of children. In the absence of the manager the deputy takes responsibility for the nursery. All staff benefit from an induction period and attend updating courses. Most documentation is in place but records of accidents and those relating to medication administered to children are not always appropriately maintained. Children's records are securely stored and updated regularly. Ofsted is informed about significant changes.

The leadership and management of the nursery education is satisfactory. Staff receive support from the registered person who takes responsibility for some procedures. She aims to ensure added value through the provision of Spanish lessons and signing for babies. Children benefit from the commitment to provide a variety of activities.

Staff hold informal discussions in regard to the whole nursery but do not have sessions for discussing nursery education separately and there is no systematic evaluation of the nursery education provision as a whole. Meetings are held regularly as an information sharing exercise and problems which may arise in regard to pre-school children are discussed with the manager. However, time is not set aside for discussing children's progress and to agree how children's learning can be promoted actively. Staff are aware of the areas requiring improvement including the assessment of children's learning but have not included outcomes to move them on to the next stage. Staff work together to plan evaluate activities and the leadership and management of nursery education support children's learning. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to make several improvements. Individual routines for all children aged under two years are available and followed to ensure that their needs are met. Additionally, improvements were requested in relation to the health of young children. Their health is protected due to established hand washing and nappy change routines. The premises are clean and children are protected from infection due to effective procedures including the cleaning of tables before meals and snacks are served. The provider has made

improvements in the provision of resources reflecting positive images of race and disability as a wide range is provided to raise children's awareness.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. The complaint related to National Standard 2: organisation and National Standard 14: documentation. Concerns were raised over contingency arrangements for cover in the absence of the manager and deputy and the failure to notify Ofsted of significant changes. The provider has devised a plan to cover emergencies and staff are made of notifying Ofsted about changes.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that records which are required for the efficient and safe management of the provision, and to promote the welfare and care of children are maintained including those relating to accidents and the administration of medication.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their learning and development
- organise resources so that they are readily accessible to children including those that promote their understanding of information technology
- develop ways in which the provision for nursery education is monitored and evaluated so that the programme meets the needs of all children
- ensure that an assessment system is fully implemented to track children's progress and to guide planning to help children towards the next stage in learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk