

# Next Generation Nursery & Schoolies Club Ltd

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY295520
<b>Inspection date</b>	04 February 2008
<b>Inspector</b>	Elizabeth Patricia Edmond
<b>Setting Address</b>	118 Wigan Lower Road, Standish Lower Ground, Wigan, Lancashire, WN6 8JP
<b>Telephone number</b>	01942 826 899
<b>E-mail</b>	info@nextgenerationnursery.co.uk
<b>Registered person</b>	Next Generation Nursery & Schoolies Club Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good.

### WHAT SORT OF SETTING IS IT?

The Next Generation Nursery and Schoolies Club Ltd is located to the north of Wigan centre. It has been registered as a limited company since November 2004 but was registered previously to the same person, as a private provider from 1994. It provides full day care and out of school facilities for a maximum of 77 children aged from birth. The setting takes children up to the age of 12 years. The group is open from 7.30 until 18.00, Monday to Friday, throughout the year. Children are escorted to and from school as appropriate during term time. Formerly an old primary school, the premises have since been converted to provide separate areas of care for different age groups of children. There are also toilet facilities and secure outdoor play areas for the children. The kitchen and staff facilities are separate.

The pre-school department is registered with the local education authority to provide funded nursery education to those children of eligible age. Of the 67 children under eight years old currently on roll, 20 children are in receipt of such funding. There are systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The company employs 12 staff to work with the children. The manager is usually supernumerary. Nearly all of the staff have relevant experience and qualifications at level 2

and 3. Additional staff are employed for duties, such as cooking, cleaning and administration, and they also work occasionally with the children particularly to cover staff absences.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children are cared for in warm, clean premises. Children's health is fully promoted by staff who follow routines, for example, using aprons when changing nappies. Young children are proud of the praise for learning to use a potty successfully; this encourages a high level of independence. Young children are very confident in routines for maintaining their own health. For example, they brush their teeth after eating and they use the soap and paper towels very well. Links with other agencies are also used effectively to promote children's understanding about eating healthily and looking after their teeth.

Menus reflect a good, healthy balanced diet. Children enjoy the meals which are cooked freshly on the premises each day, and they benefit from the ample portions of fresh fruit and vegetables. Younger children say that they like the apple and the banana and some are very proud because they like everything. Supported by staff, babies are encouraged to feed themselves, and pre-school children use correct cutlery very well and develop very pleasant table manners. Older children attending after school, make their own sandwiches and they like the lunches during the holidays especially when it is pizza or garlic bread. Well nourished, children rest peacefully after lunch or they concentrate well at their play. Drinking water is available at all times and, importantly, staff remember to offer water to toddlers and babies to make sure that they don't become dehydrated. This also promotes their play and learning.

Staff try to make sure that most children can play outdoors for a short time each day in the separately fenced hard surface areas. Babies benefit from the fresh air and enjoy their developing mobility as they push the baby walkers or sit and ride cars. There are some very good outdoor play facilities in the garden area, although these are not accessed regularly throughout the year. Access to the full outdoor curriculum is better in the summer months. Pre-school children's development folders show that their skills and strength are promoted through activities, such as music and movement. They also have swimming lessons each week which means they learn to enjoy a healthy active lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children can play freely in the indoor environment because of the professional approach to risk assessment. On the whole, staff are very skilled in managing risk to children without limiting their play opportunities. For example, because of careful assessing of risk, pre-school children are able to have swimming lessons each week; they have great fun and learn to keep themselves safe in water. Children also know how to leave the building quickly. They recognise the sound of the fire alarm because they practise the emergency evacuation procedures regularly. However, there is no domestic style furniture in the areas used by the children aged under two for them to develop their climbing skills, to pull themselves up safely or to continue their normal life experiences. Children trust the staff to manage their individual health safety and they develop a high level of independence in relation to this. For example, some children say that they feel very safe with the staff because they know how to handle their medical needs. There is a good range of play equipment and furniture throughout the setting. Premises and equipment are

generally in good condition. Some areas are a little worn, but there is a rolling programme of decoration and replacement to make sure that a good standard is maintained.

Children's welfare is promoted and their well-being safeguarded. Staff continue to attend to a range of child protection training events at various levels. The clear policy demonstrates the providers commitment to keeping the children safe and the practical ways for staff to do this, for example, by creating a warm, caring environment where children are relaxed and confident to talk to staff. Guidance is kept on hand should advice be needed.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happily and they enjoy themselves at the nursery and out of school club. They enjoy the range of activities and outings which promotes their continued development. They benefit from the warm trusting relationships with each other and the staff. Children develop their language skills relevant to their stage of development. For example, babies study their 'key-workers' face carefully, are fascinated as they try to copy the adult's face shape and they clap their hands excitedly as they 'coo' in reply. Toddlers are keen communicators. They approach staff readily for a chat and snuggle with them for a favourite story. Pre-school children enjoy increasingly complex stories, find their named place mats easily for their snack and they also develop good writing skills. Older children also develop their interest in books because they visit the library during the school holidays. Staff know how to engage older children in reading and number for a purpose and some children rush to read the daily paper after school so that they can update their football league chart. Pre-school children demonstrate an increasing knowledge of number and shape, and they count easily beyond 10 and recognise the associated numerals.

Staff have a sound understanding of the 'Birth to three matters' framework and provide resources and activities accordingly. This means that young children are increasingly imaginative and creative as they engage in pretend play and explore materials and resources, using all their senses. For example, babies have great fun splashing in the shallow water and are fascinated as water trickles from the various containers. Toddlers examine the shaving foam carefully using their senses, and they also absorb themselves fully in feeding and walking the dolls, or pretending to feed themselves.

Older children attending after school enjoy the various craft activities; at the time of inspection their favourite craft was sewing. They help themselves to a range of art and craft materials and use the construction kits with increasing skill and imagination. Role play opportunities are particularly good in the pre-school room. They have great fun with the good quality resources. Importantly, role play is also used successfully to promote the children's learning in other areas. For example, when children and staff have created a Chinese restaurant, children develop their understanding of printed word by referring to the menus. They begin to understand the purpose of number by talking about the prices and they learn a great deal about cultural similarities and differences. Art and craft materials in the pre-school room are not easily accessible to the pre-school children and activities are sometimes overly adult led which does not fully value what children have to offer. However, children are proud of their paintings and they demonstrate good skills, for example, cutting very skilfully around heart shapes for their Valentine's cards. Music is also a positive feature of the nursery. Music sets the scene in each of the rooms. The babies enjoy bouncing or clapping to the music, older children engage in action rhymes and pre-school children sing a range of well known songs from memory. They often sing along to

the background music and sometimes spontaneously join in with actions or simple percussion instruments.

## Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage for children's learning and this is shown in the planning and assessment system. It shows clearly how each area of the six areas of learning are covered and how children's individual learning needs are addressed. The children's assessment folders demonstrate the staff's clear ability to move the children successfully through the stepping stones towards the early learning goals. They also show the staff's proactive approach to ensuring that all areas of learning are covered equally through the planned whole group activities, such as the plans to hatch chickens, create a Chinese restaurant or grow their own carrots. However, the organisation of the routines and the resources suggests that staff's understanding of the 'principles' of the Foundation Stage is less secure. For example, the presentation of some resources, such as those for art and craft and mark making, do not fully promote independent learning. Also, the outdoor learning environment does not actively promote all areas of learning throughout the year; there are, however, indications that this is better in the summer months. Plans demonstrate the importance of using questioning to support or extend children's individual learning and staff are becoming increasingly confident and consistent in applying this. Consequently, children think carefully about whether they liked the crispy seaweed or the prawn crackers or about the colours or numbers they are using. Staff's training in the various aspects of early years curriculum is also used to good effect. For example, planned whole-group activities with the musical instrument help children to develop their listening skills in line with staff's recent training in phonics.

### **Helping children make a positive contribution**

The provision is good.

Staff get to know the children very well. The key worker system is being used successfully to promote the children's care and learning and to strengthen important bonds. Babies smile broadly at their key person and they hug as they sing 'Row, Row, Row Your Boat'. They are relaxed and happy because their key worker attends to all their personal care needs. This way, children with learning difficulties and disabilities can also be sensitively included in all play and learning opportunities, and links with the local authority are also helpful in this respect. Children demonstrate their acceptance and enjoyment of diversity within the community. For example, they enjoy the craft and food based activities in relation to the Chinese New Year, and they have fun playing the Chinese Restaurant they have created in the role play area. Older children develop a keen interest in their local football team and the positive role models are displayed proudly in the out of school club. Children are relaxed, confident and very well behaved. Children are proud of the praise and encouragement they receive for their efforts and their behaviour. The genuine attention paid to the children develops their self-esteem and makes them feel valued. Older children are proud that they are all well behaved. They develop pleasant manners and they help each other readily, for example, to clear away after tea or when there is a minor spill at the snack table. Children's spiritual, moral, social and cultural development is fostered

Partnership with parents is good. The range of information for parents about the running of the group is very good. Clear policy material, friendly newsletters and interesting notice boards inform parents about how the group operates and about the types of activities provided. There is also good information about how children learn through the various play activities.

Relationships with parents are positive. Regular parents' evenings provide a formalised system for sharing information about children's development. However, parents say that the because

of the daily verbal liaison and the happy relaxed relationships with staff, they chat with them each day about the children's care and development. The daily information sheets for the babies record their care routines which means that important information about their food intake, for example, is not missed. The parents' survey, which is carried out regularly, gives them the opportunity to comment on the quality and make suggestions for improvement. Parents are very pleased with how their children settle and particularly appreciate the staff's flexible approach to meeting their child care needs, for example, picking children up from school, often at short notice when they have been unexpectedly delayed. Links with other agencies also support busy working families. For example, links with health professionals and the regular visits from the hairdresser means that because children can have their regular checks or their hair trimmed at nursery, less time is needed for these chores during precious family time.

## **Organisation**

The organisation is good.

The sound recruitment procedures mean that all staff working with children are suitable and have appropriate qualifications. The comprehensive system for staff appraisals ensures that their continuing suitability and effectiveness is evaluated and any training needs highlighted. The staff are very motivated to attend training and many work towards higher levels of qualification. The staff team are, on the whole, very stable which further promotes the settled environment for the children. In addition to appraisals, the provider uses a nationally recognised kite-mark system to evaluate the care and they also use the Ofsted self evaluation well to look at the outcomes for children. Although the staff are happy to work with the local authority on improving the quality of the nursery education, the systems for monitoring the effectiveness of the continuous provision are less clearly defined. The leadership and management of the educational provision is satisfactory. .

Daily routines are generally good and on the whole necessary, due to the layout of the building. For example, toddlers gain a sense of security in knowing that they can play outside after their snack and they are happy to cross the pre-school room to use the toilets because they are used to this. Also, some pre-school activities, such as swimming, require strict timing because of the pools opening times. Pre-school children also happily help to tidy up so that space can be made for them to eat together at lunch time. However, the timetabling of some pre-school routines, for example outdoor play, does not fully promote children's individual learning needs.

All aspects of documentation in place, comprehensive and very well-organised. Staff are vigilant in keeping records, such as attendance registers or accident records, up to date. They also make sure that babies care sheets are completed throughout the day so that parents have the information as they collect their children. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the group was asked to ensure that the child protection statement included procedures to be followed should an allegation be made against staff, and also to ensure that confidentiality of records is maintained. The safeguarding policy has now been updated to include all necessary information and parents have given permission for their children's photos to be taken and displayed in the nursery, for example, for their self registration system.

## **Nursery Education**

At the last inspection of the funded nursery education there were two points raised for consideration. Staff were asked to develop the continuous provision of the nursery curriculum. This is now, on the whole, good during the periods of free play. Children help themselves to the computer, book area or sand and they enjoy the various role play opportunities. However, this remains an area for improvement in some areas of the provision.

The group was asked to provide an opportunity for parents to comment and be involved in their children's learning at home. Parents are now invited to parents evening twice each year although some comment that they prefer the individual, informal approach; they enjoy chatting to the staff as they collect their children.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

## **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 good.

### **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):

- provide some domestic furniture for the youngest children to carry on their normal life's experience and to aid their mobility
- develop the outdoor learning environment to incorporate all areas of learning and revise routines to improve the children's access to the curriculum outdoors. (applies also to nursery education)

#### **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 children can choose freely from a broad range of materials and resources at the creative area and mark making table
- develop systems for monitoring the effectiveness of the educational provision to ensure that children are accessing the full curriculum through their self chosen play
- make improvements to arrangements for outdoor play and learning as mentioned in the care section above.

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](http://www.ofsted.gov.uk)