

New Generation LTD

Inspection report for early years provision

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Inspection date

26/01/2010

Inspector

Mary Kelly

Setting address

32 Bilton Grange Road, Yardley, Birmingham, B26 2LB

Telephone number

0121 784 7063

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

New Generation Day Care opened in 2002 and operates from three rooms in a converted domestic premises. All children share access to a secure enclosed outdoor play area. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A maximum of 45 children may attend the setting at any one time. The setting is open five days a week, all-year-round apart from public holidays. The setting is open from 7.30am until 6.00pm. Children attend for a variety of sessions. There are currently 47 children in the early years age range on roll. The setting is registered on the Early Years Register only.

There are eight staff who work on a full or part-time basis. Seven staff hold appropriate early years qualifications to at least Level 3. The setting has achieved a gold award in the Birmingham City Council Children's Services 'Quality Framework' Quality Assurance Scheme. The setting is also working towards the 'Healthy Setting Award' promoting healthy eating. The setting works closely with the local children's centre, outside agencies and professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and eager to attend this welcoming nursery, where they receive good quality care, attention and make good progress within the Early Years Foundation Stage. Practitioners work very well together and as a team are very committed, motivated and are led well by a manager who is dedicated to providing quality care and learning experiences for all children. Most documentation is in place. Inclusion is given good attention because practitioners work extremely well with external agencies or support services for advice and guidance in supporting children. The nursery demonstrates a good commitment to improving their practice, and the documentation discussed with the manager early in the inspection had been amended by the end of the day. All staff are involved in the setting's self-evaluation process and working in partnership with external agencies to meet the needs of the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all parents complete new documentation detailing who has parental responsibility
- ensure all parents complete new documentation giving consent for emergency medical advice
- ensure all staff consistently take necessary steps to prevent the spread of infection, with specific regard to handwashing procedures and sleep mats.

The effectiveness of leadership and management of the early years provision

Good safeguarding policies and procedures are in place and practitioners have a clear knowledge of these, their role and responsibilities and how to report concerns. There are robust recruitment and vetting procedures in place. This is effective, as all staff hold a current Criminal Records Bureau disclosure, as a result, children's safety is valued. Most required documentation is in place, although written permission has been gained for emergency medical treatment, it was not available for emergency medical advice and stating who has parental responsibility of the children.

The premises are in good repair and the outdoor play area is utilised well. Risk assessments are detailed and cover all areas of the setting used by the children and include outings. As well as the main risk assessment, practitioners carry out daily visual checks of all areas used with the children, ensuring the safety of the children at all times. The setting ensures that staffing ratios are always met to provide care and support for all ages of children.

Practitioners always demonstrate good, realistic expectations to promote children's learning and development due to their comprehensive knowledge of the Early Years Foundation Stage requirements. As a result, children always receive an enjoyable and challenging range of balanced experiences over all six areas of learning. Comprehensive planning is in place throughout the setting. Practitioners have a very clear understanding of the importance of using observations and assessments, which effectively inform planning and successfully move children onto the next steps in their learning and development. As a result of this, children's individual needs are met.

Partnership with parents is excellent and there are many methods which allow a comprehensive exchange of information. This enhances parents' awareness of what their children are doing whilst in the setting and their developmental progress. This effectively enhances the two-way communication process with parents regarding their child. Parents are very happy with the service provided and complete most details that aid their child to settle well within the setting. The setting offers a flexible settling-in period that is tailored to meet the needs of the child. Parents have access to the regulator's details in the event they want to make a complaint and the setting also has an internal complaints procedure. The setting has given their utmost priority to enhancing the successful partnerships with other agencies, for example, speech and language therapists and links with local schools and children's centre. This ensures a highly effective approach in meeting children's needs.

The quality and standards of the early years provision and outcomes for children

All children have good relationships with their peers and approach adults with ease for cuddles and reassurance. Their independence is valued as they are able to select independently and safely from the vast range of resources available to them, as many of the resources are within their reach. All children are welcome and the nursery accommodates diverse social backgrounds, cultures and religions. Positive images and resources that reflect cultural diversity are good and the children celebrate a range of cultural festivals, such as Diwali. Parents and children are encouraged to share their knowledge with staff and children about their culture. This extends their awareness of the diverse cultures within the world they live in. There are many opportunities for children to have fresh air and exercise in the enclosed dedicated play area on site. This is well resourced and enables them to play outdoors in all weather. Equipment is available, such as bikes, balls, a playhouse and a blackboard that the children enjoyed writing on with water and a paintbrush. Therefore, fully promoting their physical development and well-being.

Children have opportunities to participate in singing and music activities. They especially enjoy singing songs and rhymes at groups times and also with the music man. Children have time to exercise their bodies to music promoting a healthy lifestyle. All ages of children enjoy looking at books independently as well as with peers, and all have access to very comfortable reading areas. The pre-school children enjoy making pretend hair appointments and styling hair, therefore encouraging writing for a purpose. Most of the children count spontaneously when playing, for example, when using construction bricks whilst building and talking about colours when colouring. The setting uses 'Letterland' characters in line with a local primary school that the majority of the children will attend. This enables them to be prepared for the transition to school. The Letterland characters are used on the name cards used at self-registration, and the staff refer to these when talking about letters. Some of the older children are able to write recognisable letters, usually contained in their name. Most of the children are able to name simple shapes, such as 'circle' and 'square' and toddlers happily sing the shape song.

Children are not always effectively protected from potential spread of infection due to hand washing procedures not always being consistent with the policy of the nursery. Some of the mats used for sleep time were torn, and as a result, this means some children are not always fully protected from the risk of cross-infection. Procedures for the administration of medication are stringent and children are well cared for if they have an accident or become ill, as all of the practitioners have a current first aid certificate. Accident records are fully completed and meet the welfare requirements. All staff have a current food hygiene certificate and the setting promote healthy eating and are working with the local authority, Change for Life and Food Net to ensure they are providing healthy and nutritious meals. This ensures the children have a balanced diet including a variety of fresh vegetables and all children's dietary needs are met. Children are developing a good awareness of how to keep themselves safe, being kind to each other and are aware it is not safe to run inside the nursery. They

practise fire evacuation procedures on a monthly basis and practise the drills using a 'firebox' that the children have made. Children in pre-school and toddlers are able to tend for animals as the setting have a rabbit called Johnny, hamster called Swhitey and two goldfish.

All children are developing appropriate independence skills. They are encouraged to tidy up the resources and feed themselves at meal times. Meal times are social events and practitioners sit at the tables and converse with the children. All children show care and consideration for themselves and others; good manners are encouraged. Staff have clear strategies in place for managing children's behaviour. This ensures children's behaviour is managed effectively and they are given clear guidelines of expectations and given rewards for positive behaviour.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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