

Next Generation Nursery & Schoolies Club Ltd

Inspection report for early years provision

Unique reference number	EY295520
Inspection date	16/03/2011
Inspector	Lynne Naylor
Setting address	118 Wigan Lower Road, Standish Lower Ground, Wigan, Lancashire, WN6 8JP
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Type of setting	Childcare on non-domestic premises

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Next Generation Nursery and Schoolies Club Ltd operates from a converted school building in Wigan. It was registered in 2004 to a limited company but was registered previously to the same person, as a private provider from 1994. Children are cared for in four play rooms on the ground floor and they have access to enclosed outdoor play areas.

The nursery opens Monday to Friday from 7.30am to 6pm, all year. A maximum of 77 children may attend at any one time. There are currently 66 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. Currently, there are 11 children attending in this age group. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery and out of school club support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of childcare staff. Of these two hold appropriate early years qualifications at Level 2 and nine at Level 3 or above. The nursery is a member of the National Day Nursery Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's unique needs are effectively met and they make good progress in their learning and development. The nursery is organised to be inclusive, accessible and safe. The written risk assessment record does not clearly show all legally required information. However, effective policies and procedures are followed to maintain children's health and safety. Leaders and managers demonstrate a good capacity for continuous improvement as they set realistic targets for development and tackle them systematically. Staff have positive relationships with parents and work well in partnership with other providers and professionals.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment record to ensure it identifies aspects of the environment that need to be checked on a regular basis and include any assessment of risks for outings and trips. (Suitable premises, environment and equipment)

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

- extend records of information to make clear who has legal contact with the child and who has parental responsibility
- value children's creativity and originality by providing a wider range of materials with which to express their own ideas, including different sizes, shapes and colours of paper.

The effectiveness of leadership and management of the early years provision

Staff understand and follow clear, written policies and procedures to safeguard and promote the welfare of children. They receive regular training in how to protect children and are aware of how to work with other agencies. All staff have a copy, for their reference, of the child protection policies, which are in line with Local Safeguarding Children Board procedures. Clear recruitment and vetting systems are in place to determine the suitability of staff to work with children. Most staff are trained in first aid, which enables children's health to be efficiently safeguarded in an emergency. Staff minimise identified hazards indoors, outdoors and on outings, which keeps children safe, protected and supported. However, some shared spaces, such as the staff room that some children use as a corridor, are not clearly written in the risk assessment record. This is a partial breach of a specific legal requirement. Each type of outing does not have its own risk assessment, however, other records that help keep children safe are well maintained. These records include those relating to children's attendance, evacuation practice, accidents and medicine administrations.

There are a number of useful systems in place to drive and secure improvement. Good account is taken of the views of children, parents and staff. Consequently, evaluation leads to well-targeted plans for future improvement. Systematic progress is made to improve the overall quality of the nursery. Staff make good use of training and local authority support to consistently update their skills. They have appropriately addressed the recommendations made at the last inspection. These and other self-identified developments have improved the outcomes for children. Due to the organisation of the play rooms, toddlers can pull themselves up to stand at domestic style furniture and easily help themselves to toys and equipment. Every day, children have some opportunities to learn outdoors and there are suitable plans to further improve the children's access to the curriculum outdoors. Children choose what they would like to play with from a wide range of books and toys. Toys and images in books and on wall displays promote positive images of gender, culture and disability. Staff actively promote inclusive practice and respect for equality and diversity.

Regular newsletters and notice boards keep parents well informed about how the nursery operates and the types of activities provided. Parents are also informed through the written policies that clearly reflect the requirements of the Early Years Foundation Stage. The information parents provide about their child's background

and needs is clearly recorded. Information about who has legal contact with the child and who has parental responsibility, although known to staff, is not clear in the records.

There is a useful systematic procedure to exchange information about children's interests and learning and agree next steps for learning with parents. Each child has an achievement record containing observations noted by staff, assessments of children's progress and information from parents. Staff effectively use all this information to tailor learning experiences to the needs and abilities of individual children. This effectively supports each child to make good progress in their learning and development. Staff work closely with other agencies and professionals, such as social workers, to support children. Children attend a number of local schools and other settings and staff liaise with some more successfully than others. Overall, the partnerships with the schools that children attend are evolving well to support the delivery of the Early Years Foundation Stage.

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

Children's individual health, physical and dietary needs are well met. They eat nutritious meals, cooked on the premises, which include plenty of fruit and vegetables. Children who attend after school, sit together and eat a healthy snack tea, such as, crumpets and muffins with a choice of toppings followed by yoghurt. Children are knowledgeable about all aspects of healthy living. They confidently pour their own water and are involved in setting the table for meals. Every day, children exercise vigorously in the fresh air as they engage in a wide range of physical activities, outdoors. Babies develop well physically as they crawl around in ample space, enjoy action rhymes and are taken out in prams in the local area. Babies and children sleep comfortably and hygienically in cots or on beds with their own bedding and any comforters brought from home. Children demonstrate a clear sense of security and belonging. They confidently talk to each other, staff and visitors. Children behave very well. They learn about safety issues through topics and from interesting visitors, such as the road safety team. Children have opportunities to take risks, problem solve and use thinking skills, and to use tools safely during play activities.

Children play imaginatively as they dress up and pretend to be a hairdresser or dentist. Their creativity is extended through a wide variety of role-play situations and musical activities. Older children independently access paint, dough and model making materials in the craft area. In this area, staff effectively support children to be expressive and develop their own creative ideas. However, children's ability to be original and express their own ideas is hindered during themed work when the provided paper is of one colour and size and children are overly directed.

Children develop social and learning skills that equip them well for the future. For example, children work well independently and learn successfully through self-selected play based activities. They acquire skills in communicating, literacy,

numeracy and information and communication technology as they play. For instance, they apply their good literacy skills as they look at books, draw and write with a range of pens and pencils. Children demonstrate a good understanding of technology. Toddlers operate push button activated toys and older children operate simple computer programmes. Children learn about their own cultures and festivals and those of others as they enjoy related craft activities. They consider the needs of others as they take part in fund raising events for both national and local causes.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met