

# New Generation Nursery

Inspection report for early years provision

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**Unique reference number**

EY266914

**Inspection date**

12/09/2011

**Inspector**

Clair Stockings

**Setting address**

179 Haggerston Road, London, E8 4JA

**Telephone number**

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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

New Generation Nursery opened in 2003 and operates from a purpose built building in a community centre in Haggerston, within the London Borough of Hackney. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A secure enclosed outdoor play area is available. A maximum of 24 children in the early years age range may attend at any one time. There are currently 12 children aged from 12 months to under five years on roll. The nursery is funded to provide free early years education to children aged three and four years. It currently supports children learning English as an additional language. A total of four staff work with the children, of whom three hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery is not currently meeting all specific legal requirements which impacts on many of the inspection outcomes. These weaknesses have not been identified in the nursery's evaluation of its service and as a result staff are not demonstrating their ability to maintain continuous improvement. Children are not adequately safeguarded and therefore their individual welfare needs are not fully assured. The nursery is forging positive relationships with children's parents and carers; however, the breaches of requirements impact on the partnership. Children engage in activities that so they acquire some appropriate skills for their future lives. A lack of effective planning and assessment does not support their journey towards achieving the early learning goals.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- allow only people who have undergone an enhanced CRB check to have unsupervised contact with children (Suitable people) (this also applies to both parts of the childcare register) 23/09/2011
- keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced CRB (Suitable people) (this also applies to both parts of the childcare register) 23/09/2011

- inform all parents of any accidents or injuries sustained by the child whilst in the care of the providers and of any first aid treatment that was given. (Safeguarding and promoting children's welfare) 23/09/2011
- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) 23/09/2011
- implement self-evaluation of systems to ensure these are effective in meeting children's individual needs ( Organisation) 23/09/2011

To improve the early years provision the registered person should:

- undertake regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- improve planning for appropriate play and learning across all areas of Learning and Development working toward identified early learning goals
- develop the observation, assessment and evaluation procedures using the Practice Guidance for the Early Years Foundation Stage criteria; use the information gained to support children's individual learning in relation to their starting points and capabilities.

## **The effectiveness of leadership and management of the early years provision**

The setting is not currently meeting a number of specific legal requirements regarding safeguarding, safe recruitment and promoting children's good health. Arrangements for safeguarding children are not sufficiently rigorous to protect children's welfare. Recruitment procedures do not check that all people having unsupervised contact with children in the nursery are suitable to be with them. Children's good health is not consistently promoted as not all parents are informed of accidents or injuries sustained by the child whilst at the nursery, so suitable care may not be provided later.

There are detailed policies and procedures in place. These are available to parents at the nursery; however, not all are matched by practice. This means parents are not given accurate information regarding the welfare of their children in order to work effectively in partnership with staff. Parents' views are sought via a suggestion box. Parents comment that they find the staff team friendly. Equality and diversity are adequately promoted and inclusion is effectively reflected, among the diverse staff team. Staff forge links with other agencies when needed to ensure children's individual needs are met.

The current self-evaluation has not identified a number of significant weaknesses and, therefore, action needed has not been prioritised effectively. Overall, the recommendations raised at the previous inspection have not been satisfactorily addressed. As a result, the management does not demonstrate that they are driving ambition and securing continuous improvement in order to benefit children's welfare and development. The learning environment is appropriately

organised to support the various age groups of the children. Babies are cared for in a separate area that is well equipped to meet their needs. In the main room, low level shelving enables children to self select from a varied range of resources.

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

Although overall children are settled in the nursery and have developed friendly relationships with the staff, children's safety cannot be fully assured as management is not robust in safeguarding them. Procedures in place to help children understand how to keep themselves safe, such as fire drills, are not undertaken regularly enough to be effective.

Children's health is generally well supported. Staff support children's learning of the importance of good hygiene, encouraging children to wash their hands before eating. Children benefit from nutritious food cooked on the premises and individual dietary needs are met. Children are given opportunity to make healthy food choices at snack time. They engage in an appropriate range of physical play activities both indoors and out, increasing their understanding of the importance of regular exercise as part of maintaining their health and well-being.

An accessible and suitable range of resources adequately engages the children enabling them to make some independent choices of play. However, although a satisfactory range of activities is available, planning does not cover the six required areas of learning in the Early Years Foundation Stage. In addition, staff evaluation of activities does not monitor children's learning effectively to support them in progressing appropriately towards the early learning goals.

Language and communication is suitably promoted through group story sessions. Children have name cards to help them recognise their names. Pre-writing skills are developed through easy access to mark making materials such as chalks, crayons and pencils. The display of dual-language words around the nursery further supports the children's knowledge that text carries meaning. Opportunities for creative development are available through a selection of resources including paints, dressing up clothes and musical instruments.

Children's computer skills are developing, supported by staff. Children confidently move the cursor with increasing precision using age appropriate programs. This supports some learning as well as developing suitable skills that contribute to their future lives. Children have opportunities to develop an understanding of problem solving, reasoning and numeracy through an appropriate range of resources that include jigsaws, magnetic number boards and threading links. Wall displays of different colours and numbers promote children's recognition. Children are developing an understanding of the importance of taking care of the environment as they learn about recycling in the 'recycling centre' corner. They are learning about the world around them, including different cultures, through events such as a recent 'International Day' and an annual summer outing with staff and parents. Older children are developing some independence skills as they attempt to put on their own coats before going out to play. Children are encouraged by staff to take turns and share to help them to develop a positive attitude to others. Children are reasonably well-behaved and respond positively to praise and encouragement by staff.



## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 4 |
| The capacity of the provision to maintain continuous improvement                                     | 4 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 4 |
| The effectiveness with which the setting deploys resources   | 4 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 4 |
| The extent to which children achieve and enjoy their learning    | 4 |
| The extent to which children feel safe                           | 4 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years section of the report (Suitability of persons to care for, or be in regular contact with, children) 23/09/2011
- take action as specified on the early years section of the report (Records to be kept) 23/09/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with) 23/09/2011
- take action as specified in the early years section of the report (Records to be kept) 23/09/2011