

# Next Generation

Inspection report for early years provision

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<b>Unique reference number</b>	EY286456
<b>Inspection date</b>	15/12/2011
<b>Inspector</b>	Parm Sansoyer

<b>Setting address</b>	115 Langwith Road, Langwith Junction, Mansfield, Nottinghamshire, NG20 9RN
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<b>Type of setting</b>	Childcare - Non-Domestic
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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

Next Generation is a privately run day nursery. It opened in 2004 and operates from a converted domestic building in the village of Langwith Junction, Derbyshire. Children aged under three-years-old are cared for in two rooms on the ground floor level and the pre-school room is on the first floor. All children share access to a secure enclosed outdoor play area. The nursery serves a wide catchment area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 45 children under the age of eight-years-old, of whom no more than 45 may be in the early years age group, no more than 21 may be under three-years-old and no more than nine may be under two-years-old at any one time. There are currently 24 children on roll of whom 19 are in the early years age group and six are aged from five-to eight-years-old. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The setting supports children with learning difficulties and disabilities and those who speak English as an additional language.

The setting is open each weekday from 7.45am to 5.45pm. It is open for 51 weeks of the year, closing for Bank Holidays and for a week at Christmas. The setting offers an after school and holiday club provision for children aged up to 14-years-old. There are six staff employed. Of whom two hold a qualification at level 6 in early years, of which one holds an Early Years Professional Status qualification, three hold a qualification at level 3 in early years and one is working towards a qualification at level 2 in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a welcoming environment and well established routines ensure their individual care needs are well-met. Promoting the children's personal, social and emotional well-being of the children is a particular strength of the setting. The environment, resources, activities and teaching methods are mostly used effectively, to help promote children's learning and enjoyment. All key staff have a good understanding of safeguarding issues, although the written risk assessment is not sufficiently detailed. There are strong partnerships with parents and carers and other agencies. An effective self-evaluation process ensures a good monitoring system, to help continually improve outcomes for children.

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

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

- improve the record of risk assessment so that it identifies all aspects of the environment that need to be checked, date of review and any action taken following a review or incident.

30/12/2011

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

- utilise further the broad range of resources available and plan more clearly their use and learning intention to help fully exploit children's play and learning.
- develop further the role play areas to extend further learning opportunities for children.

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

There are effective procedures in place to ensure adults caring for children are suitably vetted, inducted, qualified and experienced. There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All key staff have a good understanding of their roles and responsibilities in relation to safeguarding children. Staff supervise the children well and take positive steps to ensure all hazards to children are kept to a minimum. However, the written risk assessment does not fully include all aspects of the environment that need to be checked, date of review and any action taken following a review or incident. This is a specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures are in place and help secure children health, welfare and safety.

The effective assigned key person system means staff know the children's individual personalities, likes and interests very well. This coupled with the detailed information sought from parent's on induction means children are valued as unique individuals and in particular children with English as an additional language and those with learning difficulties and disabilities are fully included, valued and supported very well. Staff plan and provide a broad range of experiences across many areas of learning and children benefit from a balance of adult led, freely chosen and child-initiated activities. However, all staff do not always fully utilise the broad range of resources available to them to fully exploit children's play and learning, and provide a clear enough learning intention for their use. Regular observations and assessment of what the children do and like are used effectively to identify the children's next steps in learning.

A strong commitment to maintaining positive relationships with all parents and carers means they are regularly consulted and involved in decisions about the care and education of their children. For example, parents speak highly of the support, advice, games, books and ideas they receive to help continue their children's learning at home. Parents are kept well informed about the provision and about all aspects of their children's achievements and progress. Partnerships with the local

schools children are collected from and other agencies and professionals involved with the children, are effectively established to help support transition and meet their individual needs.

The person in charge is also involved in the care of the children and therefore the management team has a clear overview of the service provided and how to further improve the setting. The staff team clearly recognise the value of continuous quality improvement and engage well in this process and are supported well to further raise their skills and qualification. Consequently, the capacity to maintain continuous improvement is good.

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

Children's personal, social and emotional development is supported very well. All children develop close relationships which are warm and caring with both adults and each other. All children including babies are confident and show a real sense of belonging, feel safe and have a sense of trust. Children develop their confidence as they busily move around their environment both indoors and outdoors. Children are very well behaved and learn about sharing and taking turns, due to the staff who are consistent in their approach to behaviour management. Consequently, they behave in ways that are safe for themselves and others.

Children's communication, language and literacy is supported well. Children build good foundations for early literacy through having good opportunities to make marks. For example, older children have use of a writing area which contains interesting resources such as clip boards, tape measures, scissors, letters of the alphabet and a variety of writing materials, to capture their interest. Whilst younger children have good opportunities to use white boards and chalk boards at their own leisure. Older children in particular develop a fondness for books because a comfortable area is created with a broad range of books made easily accessible. In addition, all children make a fortnightly trip to the library to choose a book to take home and share with their parents.

Children's knowledge and understanding of the world is supported well to help them make sense of the world. Children benefit from meaningful experiences as they get involved in growing carrots, tomatoes, herbs and flowers and learn how to care for them and prepare the produce for their snack. Children begin to learn about their own and other cultures and customs through themed activities. Planned time for visits to the local library, farm, market, park and children's centre offers children a good opportunity to learn about their local environment and show an interest in natural environment.

Children's problem-solving, reasoning and numeracy is building. They seek patterns, count, sort and match through everyday play and as they use games, puzzles and construction toys. However, children have fewer practical opportunities to recognise and work with numbers and freely use the sand and water to consider concepts such as weight, measures and capacity and to question why things

happen.

A good selection of arts and crafts materials, dough and paint is made available. The role play areas are mostly enjoyed by the children, although they do not fully offer an extended range of resources and experiences, to further extend children's learning and play. Children after school have use of the toddler room and mostly engage in a broad range of creative activities, which compliments their school day well. For example, children use a varied range of arts and crafts to make cards, comic strips, puppets and interesting creations which are often linked to their interests.

The extent to which children adopt healthy lifestyles is good. All children including babies benefit from the access to fresh air and the outdoor environment. Children build their confidence well as they competently use large and small physical play equipment and engage in purposeful and creative play outdoors. Meals and snacks provided are healthy, nutritious and well balanced and contribute significantly to children's health and well-being. They successfully develop skills which contributes well to helping children develop good skills for the future as they become active and independent learners.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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