

New Generation Ltd

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

Inspection date

06/08/2013

Previous inspection date

26/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff provide a wide variety of interesting activities that challenge and stimulate children to make good progress in their learning and development.
- Children are well behaved because the methods used for managing behaviour are consistent and children learn to treat others with respect.
- Children feel secure in the nursery and form strong attachments with their key persons.
- The manager and staff have a good understanding of their responsibility to protect children in their care. As a result, children are safeguarded and demonstrate that they feel safe and secure.
- Partnerships with parents and other professionals ensure children get the support they need to promote their learning and development well.

It is not yet outstanding because

- Children's already good independence skills are not always extended through routine activities.
- Monitoring and self-evaluation does not clearly and consistently identify where staff need additional support to review their practice and to make improvements, in order to further promote children's good learning and care.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the provider and manager.
- The inspector spoke with staff and children.
- The inspector sampled documents, including staff's and children's records.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and reviewed the self-evaluation document.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full Report

Information about the setting

New Generation Ltd was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted domestic premises in the Yardley area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from four rooms and there are two enclosed areas available for outside play.

The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday from 7.30am until 6pm, all year round, except for one week at Christmas and Bank Holidays. Children attend for a variety of sessions and there are currently 61 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It also offers before and after school care, and a holiday playscheme operates every holiday during nursery hours.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the already good independence skills of children, for example, by helping younger children to best manage their self-care when using the toilet and by providing opportunities for pre-school children to serve themselves consistently during routine activities, such as lunchtime
- enhance the monitoring of staff practice to ensure they engage in consistent and sharply focused evaluation of the impact of their practice, combined with a more robust approach to self-evaluation to identify priorities for improvement that benefit children the most.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff support children's learning through a wide variety of stimulating activities. For the most part, planning for children's future learning is secure. The more experienced staff consistently follow children's interests to plan for their learning. For example, they talk with children in the baby room about the sunshine during outside play and take note of what the children enjoy. They plan activities, such as painting, and provide challenge for children to learn colours. During activities the staff engage all children well and they give

good support by pacing the activity according to children's individual needs. Toddlers aged two years have an equally enjoyable time in the nursery. The staff use the outside play space to provide rewarding learning experiences. They fill small watering cans that children take to growing boxes and pour water onto flowers and plants. Children's small muscle skills are promoted well as they carry watering cans repeatedly and they learn about the environment.

The initial phase in the nursery is used to clarify what children do and prefer. Staff work from the information in the 'all about me' records and follow this guidance to develop their knowledge of the children. While the staff are gaining an understanding of children's preferences for play, they carry out observations to plan further learning. Accurate assessments of children's development, including the progress check for children aged two years, are shared with parents. They reflect on their children's progress and continue with learning activities that mirror those in the nursery. For instance, parents support toddlers to learn shapes and colours. Throughout all activities, staff talk to children and this promotes their language skills well. As staff skilfully model how to use play dough creatively, children copy by making snakes, and 'hiss' as they hold up their creations.

The use of the interactive white board adds another feature to children's learning in the pre-school room. This engages them by combining a variety of approaches in one activity. For instance, staff encourage children to listen, look and touch to recognise and name letters of the alphabet. Consequently, the learning styles of all children are promoted effectively so that they benefit fully from the activity. The ability to work in large groups prepares children well for the next stage in their learning at school. The staff encourage pre-school children to talk about their future roles, for example, a fire fighter. Examples of different roles are displayed with labels and explanations, demonstrating children's good skills in making marks. Children play imaginatively as they make rockets and have opportunities to explore their surroundings. The wide range of good quality resources encourage children to play independently on their own or with their peers. The wide range of activities and the welcoming environment support all children to make good progress in their development given their starting points.

The contribution of the early years provision to the well-being of children

The settling-in arrangements ensure there is a gradual process for children to feel comfortable in the nursery. Key persons work closely with parents to ensure all children's needs are known and can be met. For example, babies sleep and feed according to their established routines. Therefore, transition into the nursery is stress-free for children. The staff interact warmly with children, offering cuddles and comfort if they are upset at any time. Consequently, children feel secure and relate positively to adults and their peers. Staff frequently talk and make time to listen to children, who grow confident in the environment. As a result, they are self-assured and approach staff for support, for example, to access resources. The staff routinely encourage children to talk about home experiences. As they do so children develop a sense of belonging because the staff acknowledge important aspects of their lives. This leads children to form strong attachments because they feel valued. Staff are skilled at managing children's behaviour, and intervene promptly if there are disagreements. For example, when children push

others in their haste to go outside, staff explain clearly why this type of behaviour is unacceptable. Consequently, children learn the boundaries of behaviour, are well behaved, treat others with respect and apologise appropriately.

Sensible risk taking is encouraged so children learn how to manage their safety, for example, as babies climb over foam wedges under supervision. Care arrangements in the nursery ensure children receive competent support that promote their good health. For instance, the premises and resources are maintained in a very clean condition throughout and tables are cleaned before and after meals. Staff wear protective clothing to change children and follow the procedures by thoroughly cleaning the changing mats. This means that children are effectively protected against infection and cross-contamination.

Children learn to take control of their personal hygiene as they wash hands appropriately, for instance, after using the toilet. Children are mostly developing their self-help skills very well, including accessing their own water bottles. Some younger children demonstrate caring attitudes towards their peers during snack time as they place individual water bottles in front of peers. However, at times younger children come out of the toilets before pulling up their clothes fully. Children in pre-school do not always have opportunities to extend their self-help skills through routine activities, such as serving themselves at lunchtime. Children learn about healthy options as balanced meals are served daily and fresh fruits are available at snack time. They gain an awareness of the effects of exercise on their bodies during physical play outside. Children are challenged to maintain their balance on climbing frames and ride around in the available space.

Security is maintained very well in the nursery. There is controlled access due to the bell installed at the entrance, and internal doors to rooms are supplied with keypads. Internal monitoring of rooms and the outside play space on closed circuit television ensures children are safe at all times. Transition is managed effectively within the nursery due to good preparation for the change in base rooms. Staff discuss forthcoming moves with parents, and settling-in sessions are arranged for children in new base rooms more suitable to their age and stage of development. Consequently, all children experience smooth transitions through the nursery.

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

The arrangements for safeguarding children in the nursery are good. The ratios of staff to children are maintained consistently and staff are deployed effectively to supervise and support children at all times. The staff ensure all rooms and outside play spaces are kept safe for use with children through appropriate risk assessments. Robust recruitment and induction procedures ensure adults are suitable to work with children. Designated persons for child protection and other staff have completed relevant training and have a clear understanding of their roles. For example, a clear mobile phone policy is in place and followed by staff. This means that children are competently protected in the nursery. The manager has a well-developed understanding of the learning and development requirements to ensure children's learning is appropriately promoted. She regularly monitors the planning and the delivery of activities. However, this is not always robust to

ensure less-experienced staff have a clear understanding of how to focus the planning on children's learning at all times. This means that generally the planning is good and children's needs are effectively met, but there are also occasions when the planning is less secure.

There is an established programme of professional development that enables staff to contribute to the smooth running of the nursery. For example, the behaviour management coordinator supports other staff to manage children's behaviour effectively. Proactive staff are empowered to take action that supports the work of all colleagues. For instance, one member of staff has devised a suitable form to record the progress checks for children aged two years. Yearly appraisals help staff to identify training needs, and regular supervision provides an opportunity to discuss their practice. This means they receive appropriate support to make changes for the benefit of the children. The self-evaluation process takes account of the views of staff, parents and children, and there are plans to reorganise the rooms and the methods used to record children's progress. However, the self-evaluation does not sufficiently explore issues relating to the planning of activities.

The partnership working with parents is good and supports children's learning and care well. Parents receive information about the running of the nursery, and a wide range of material is displayed in the reception for their benefit. Parents are pleased with the care children receive and the support that helps them make progress in their development. There are well-developed links with other professionals, such as the local children's centre. The nursery has developed good working partnerships with other early years providers. Staff discuss children's learning and care, and incorporate parts of the curriculum in order to fully promote continuity and progression.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary part of the Childcare Register are	Met
---	------------

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY102654
Local authority	Birmingham
Inspection number	915216
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	61
Number of children on roll	61
Name of provider	Sarah Jayne Marshall
Date of previous inspection	26/01/2010
Telephone number	0121 784 7063

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

