

New Beginnings Childcare Limited

15 Wigan Road, Westhoughton, BOLTON, BL5 3RD

Inspection date	28/08/2013
Previous inspection date	22/01/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff undertake observations of children and are aware of their likes and dislikes so they can plan to support children's learning and development. As a result, children make satisfactory progress.
- Staff are caring role models and children are happy and settled. Staff work with parents to ensure children's needs are well met.
- Staff have a secure understanding of safeguarding and written risk assessments are in place. As a result, risks to children are identified and minimised.

It is not yet good because

- Assessment and tracking of children's progress is not consistently embedded in practice. This means that planned activities do not always offer appropriate challenge or consistently identify children's next steps in learning.
- The educational programme requires further development in order to offer consistent challenge throughout all areas of learning.
- A new management team is in place which means that procedures for monitoring the teaching are developing and are not fully embedded in practice.
- Self-evaluation does not routinely take into account the views of children, parents and staff to ensure that they are fully involved in the development of the nursery.

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 observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the nursery's self-evaluation processes.

Inspector

Elisia Lee

Full Report

Information about the setting

New Beginnings Childcare Limited was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two floors of a converted police station in the Westhoughton area of Bolton, Greater Manchester and is privately managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is an enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, seven hold appropriate qualifications at level 3, four hold appropriate qualifications at level 2 and seven members of staff are unqualified.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children special needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, interests and learning styles, to ensure that learning experiences meet their individual needs and offer challenging learning opportunities so they make good progress
- improve the educational programme by providing challenging experiences for each area of learning and development to ensure children make progress in all areas.

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

- develop further management monitoring procedures to consistently identify areas of strength and weakness in teaching and build on effective practice
- extend self-evaluative practice so that it is rigorous and takes into account the views of children, parents and staff to analyse, challenge and to improve quality.

Inspection judgements

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

Staff have a satisfactory understanding of the Early Years Foundation Stage and use this knowledge to plan activities, which generally support children in their learning and development and readiness for school. Children are engaged in learning as activities are based around their interests. For example, young babies explore sensory resources and enjoy observing their reflection in mirrors. Toddlers enjoy playing with construction resources, while pre-school children enjoy role play in the outdoor mud kitchen. Staff become aware of children's likes and dislikes through observing children as they play. However, information gained from assessing and tracking children does not consistently identify their next steps in learning. Therefore, planned activities do not always reflect or shape challenging learning experiences for children. This results in learning experiences not being fully in place to precisely match individual learning needs or to always provide developmentally appropriate activities. As a result, children make satisfactory, rather than good progress. Educational programmes cover the seven areas of learning, but do not provide consistent challenge for children through well-planned activities. For example, mark making opportunities in the outdoors are basic and do not engage children in play, while in the pre-school room resources are not always age appropriate. For example, children play with small world animal figures designed for younger children. These do not facilitate challenging discussion for older children, such as discussing different animal features.

Learning and teaching is satisfactory. Staff support children through role modelling resources, playing with children and asking relevant questions. For example, children play in a water tray with rubber gloves, filling the gloves using different containers. Staff prompt children by asking if they need 'more water or less water'. This strategy supports children's language development and supports them in the concept of exploring capacity. However, staff do not always skilfully question children as they play, which means that opportunities to extend children's learning are missed. As a result, the impact of teaching on children's progress is satisfactory rather than good. Children with special educational needs and/or disabilities are supported through staff liaising closely with parents and working with a range of multi-professionals to identify and effectively support children's needs.

Generally, sufficient assessment is undertaken in the nursery. Staff undertake baseline assessments when children first start at the nursery and complete assessments for the progress check at age two. Staff assess children as part of the observation cycle and are aware of children's likes and dislikes. However, effective assessment and tracking of children's progress is not embedded in practice. This results in children's next steps of development not being clear and planned activities not always offering maximum challenge for children.

Parents are involved in children's learning by completing an 'all about me' document prior to entry, attending the annual parents' evening and daily verbal feedback. In addition, the management team has recently revised observation documents which welcome parents'

comments. This, generally, supports assessment as staff become aware of activities and skills that children are doing within the home.

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

There is an effective key person system in place. When children first start at the nursery, they are observed to see which member of staff they naturally make attachments to. This system is flexible to allow some change if children gravitate towards another adult in the room. Key persons work with parents to identify children's individual needs. Staff are positive role models. They model resources, interact with children and play with children at their level. Children enjoy staff's company and invite them into their play. Secure attachments are evident and children are happy and settled. For example, babies enjoy looking at a book with their key person as she turns the pages and names different objects in the book to support children's language acquisition. Behaviour is broadly good and consistent routines support children's behaviour. For example, as pre-school children excitedly line up, staff ask if they have their 'listening ears'. In addition, strategies, such as positive praise and sticker charts, are used to reinforce positive behaviour.

Staff show a secure understanding of risk assessment. Written risk assessments are in place and daily safety sweeps are undertaken to minimise risk to children. For example, staff check outside before children go out to play and undertake daily room assessments to ensure resources are safe for use. Children are building a knowledge and understanding of risk through taking part in regular emergency evacuations and everyday discussion. For example, children playing with hula hoops are reminded not to place them around their neck and children transport sand carefully so that it does not drop on the floor as a potential trip hazard. Children are aware of routines in the nursery, such as washing hands before lunch and ensuring that they wear disposable aprons in the outdoor messy area. Children's independence is promoted. For example, they self-select bread at lunchtime. Resources are satisfactory and are stored effectively so that children can choose their own resources as they initiate play.

Children learn about healthy lifestyles through daily access to the outdoor area and walks in the local environment. For example, children walk to the local library for story sessions. In addition, children take part in the 'Sticky Kids' scheme, which is a programme to support physical skills through music and movement. The nursery has a designated cook who prepares freshly made food on the premises each day. Children's dietary requirements are identified and catered for. Menus are varied and include fresh meat and vegetables on a daily basis. Babies are supported through weaning as food is pureed according to individual needs. Children develop their self-care skills through accessing drinking water, visiting the bathroom independently and getting dressed.

Appropriate transitions are in place and staff support children well as they prepare for change. As children move through the different rooms in the nursery, staff meet to discuss children's development file and progress. The nursery invites teachers in to nursery to discuss children's needs with their key person, staff attend transition meetings at school and key persons complete a transition document, which identifies children's current developmental stage and next steps in learning. Children are supported through discussion

and initiatives, such as the nursery holding 'a graduation barbecue' when they leave for full time education. This supports children to consider and adapt to change during transition periods.

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

At the previous inspection the nursery received a grading of inadequate. The owners and the management team have been proactive in responding to all actions raised and have made satisfactory improvements. For example, a rigorous recruitment procedure has been developed, the educational programmes to support communication and language have been developed through support from the local authority, parents are now better informed of their child's progress, risk assessments of visitors entering and exiting the nursery are undertaken and there are procedures to follow to address staff's underperformance. Overall, this shows that the management team is committed to improving practice and have taken necessary steps to address previous concerns.

Staff have a secure knowledge of safeguarding procedures. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Staff observe children well and, as a consequence, children are well protected in the nursery. Safeguarding practices are in use. For example, visitor and staff mobile phones are locked away safely and there are key code locks on all entry doors. In addition, the nursery keeps thorough records of accidents, medication and attendance, which helps staff to further protect children and promote their welfare.

Staff, generally, have a satisfactory knowledge of how to support children in their learning and development and consider the individual learning needs of children. For example, children in the pre-school room attend sessions every day which focus on the 'letter and sounds' programme to support early literacy skills. Some monitoring is in place, but as the management team are newly formed, monitoring procedures are still being developed and are, therefore, not fully embedded. Children make satisfactory progress in their learning and development, but monitoring of the educational programme is not robust enough to ensure children make better than satisfactory progress.

Self-evaluative practice is in place and staff are working towards identifying areas of strength and weakness to further improve practice. The nursery has begun working through the 'Reflecting on Quality' local authority quality assurance scheme, which looks at all aspects of practice. The nursery works with a local authority advisor to identify areas of improvement and have developed action plans, which will support ongoing effective practice. However, the views of children and parents are not routinely gathered and incorporated into self-evaluative practice, so they do not have an opportunity to help improve practice for children.

There are relevant systems in place for effective selection and recruitment of staff. The management team ensures that references are sought and that staff have appropriate suitability checks in place. Performance management systems are adequate and provide

opportunities for staff to discuss concerns through supervisions or appraisals. Staff have also attended further training opportunities and have identified future training to refresh their knowledge and develop their skills.

Staff work with other professionals well and seek advice as appropriate to provide suitable interventions to support children's individual needs. For example, staff work with local authority teams and meet with school teachers at times of transition. Staff have a sound understanding of working in partnership with parents. Parents are complimentary about the nursery. For example, they comment 'my child is doing really well here, staff are great, they always tell you about your child's day and keep you informed.'

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	EY452080
Local authority	Bolton
Inspection number	928284
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	New Beginnings Childcare Limited
Date of previous inspection	22/01/2013
Telephone number	01942813812

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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.

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