

Next Generation Nursery & Schoolies Club Ltd

118 Wigan Lower Road, Standish Lower Ground, WIGAN, Lancashire, WN6 8JP

Inspection date	17/03/2014
Previous inspection date	16/03/2011

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

- The managers and staff have a clear understanding of safeguarding issues and are confident about how to manage any issues they may identify.
- Partnerships with parents are strong. Staff continually share information and actively involve parents in their children's learning.
- Teaching is good because staff have a good knowledge and understanding of how young children learn. This means they plan a range of activities that help children to make good progress in their learning and development.
- The nursery is fully committed to keeping up to date with all aspects of training and professional development. As a result, children experience a good quality learning environment.

It is not yet outstanding because

- There is scope to develop the organisation of meal times to ensure that opportunities for independence and learning are fully maximised.
- Mathematics is not promoted to the full through the environment in order to allow children to independently explore these concepts in areas where they are interested.

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 in all rooms within the nursery. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team and local authority.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the nursery with the owner.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Joanne Ryan

Full report

Information about the setting

The Next Generation Nursery and Schoolies Club was registered in 2004 as a limited company but was registered previously to the same person, as a private provider from 1994. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school in the Wigan area, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from four playrooms on the ground floor and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including one at level 5. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. The nursery provides free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop children's independence further during meal times and use every opportunity to promote their learning

- extend the mathematical opportunities for children in areas where they show interest so that it naturally becomes part of their play.

Inspection judgements

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

Staff have a clear understanding of how to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They work with parents to gather a good range of information about what children can already do and are interested in. Staff use this information to plan their initial activities, therefore, children are engaged and making good progress. Parents continue to be involved in their children's learning. For instance, they write comments on sticky notes about their children's developing interests and skills and share their observations with their child's key person. This good practice ensures children receive tailored support and a consistent approach. Staff have created resource bags which parents can take home to continue their children's learning which means they are fully involved.

Staff have a secure knowledge of how children learn through play, and the quality of teaching is good. There is a strong focus on the prime areas of learning which means

children are developing the key skills they need for their next stage of learning. For example, staff have considered ways in which they can create a language-rich environment and enhance communication skills. Children have many opportunities to be outdoors, therefore, they can play where they learn best. Children have the opportunity to develop their imagination and creativity as they experiment with marks by flicking paint onto a board outdoors. They are developing their mathematical awareness as they push toy cars down a ramp, judging distance and speed. However, there is scope for mathematics to be enhanced within all areas of the provision so children can encounter number, shape, space and measure as part of their independent play. Staff support children to understand their emotions by looking in the mirror and talking about how they are feeling.

Children are developing their understanding of the world as they are caring for eggs from which chicks are going to hatch. This is extended further with the use of books which enhances their skills in literacy. Mark-making materials are available in several areas so children can develop their early writing skills. Babies have the opportunities to explore and investigate as they enjoy playing with a range of natural materials and feeling the texture of the sand. Children's progress is carefully monitored through efficient observation and assessment systems. Information gained from these is used by key persons to plan for the next steps in children's learning. Therefore, children are motivated and challenged. Children with special educational needs and/or disabilities and those who speak English as an additional language make good progress based on their starting points because staff know them well. They target learning in the areas where it is needed most, which supports children to make good progress across all seven areas of learning and development.

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

The nursery has a good key person system in place which enhances all aspects of children's development. Children are settled and happy in the nursery, exhibiting a strong sense of confidence. Children have secure relationships with staff. For example, they enjoy special time in their key groups where they have the opportunity to build relationships in small groups. Staff build good relationships with the parents and provide advice on key aspects of the care routines, such as weaning and sleeping. Parents and staff work together to toilet train children to ensure there is consistent approach and children's well-being is promoted at all times.

Staff encourage children to take safe risks by helping them to manoeuvre over the top of the climbing frame, which builds their confidence in their own abilities. Risk assessments and daily checks of this nursery are thorough, which ensure that children are well protected within a safe and secure setting. Children have choice within the resources as they are arranged at children's height, therefore, children can play where they are interested. Children wash their own hands before meals which promotes good hygiene and independence. Children select their own cutlery at lunchtime. However, there is scope to enhance their independence and learning opportunities during meal times in order to maximise their full potential. The nursery has gained health awards for the promotion of healthy lifestyles. They ensure children are provided with a healthy balanced diet and have

lots of opportunities for fresh air and exercise.

Children's emotional well-being is given high regard during transitions. Staff gather a range of information from parents to support children through their settling-in period. When children are ready to move to the next room, the key person visits with them and builds up the children's confidence in their new environment. Staff ensure children are emotionally ready for school by providing activities that promote the characteristics of effective learning. Staff support children's behaviour well by giving lots of praise and encouragement for children's efforts. Ratios are met and staff deploy themselves in different areas of the room to ensure children are well supervised and their individual needs are met.

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

Staff have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and shared with staff. Several staff have attended appropriate safeguarding training. The manager ensures that all staff regularly update and review their knowledge and understanding of existing and new policies during regular staff meetings. There is a robust recruitment and selection process in place. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. The clear induction procedure ensures staff are fully aware of their roles and responsibilities. As a result, the quality of teaching is consistently high and maintained across the different age groups of the nursery.

Through effective monitoring of the educational programmes, the management team ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. They collect and analyse data so they can see where support needs to be targeted and develop learning plans for individual children. This ensures all children make good progress. Appraisals offer staff support and identify opportunities for professional development as well as monitoring staffs' ongoing suitability. Staff have good opportunities to pursue training and develop their professional skills. For example, the recent training staff have accessed covering effective ways to support children's communication skills has had a positive impact on how staff question children and model language. There is a clear system in place for peer observation which sets out the expectations of staff so they know what is expected of them. This has made a positive impact on their practice and they review carefully the skills they demonstrate as a result. The self-evaluation processes identify the nursery's strengths and targeted plans are in place to secure further improvements. Staff, children and parents are involved in the process as their views are actively listened to and their ideas and suggestions are implemented. Therefore, the nursery demonstrates the capacity to continuously improve.

There is very good communication between parents and staff to ensure a clear understanding of the children's needs, in order to provide the best possible care and learning they can. Good links have been established with outside agencies, such as the

local authority and other professionals. This ensures that children's needs are assessed quickly and that effective support is given. Parents comment positively about how the nursery has enhanced the children's confidence. The nursery has established links with other providers and regularly shares learning and development to ensure they can complement children's experiences from their school day.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY295520
Local authority	Wigan
Inspection number	956353
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	77
Number of children on roll	68
Name of provider	Next Generation Nursery & Schoolies Club Ltd
Date of previous inspection	16/03/2011
Telephone number	01942 826 899

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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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