

Next Generation

115 Langwith Road, Langwith Junction, MANSFIELD, Nottinghamshire, NG20 9RN

Inspection date

05/08/2014

Previous inspection date

15/12/2011

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	1
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

- Children are acquiring the necessary skills to be ready for school because the quality of teaching is good and practitioners provide a good range of child-initiated and adult-led activities that cover the seven areas of learning.
- Effective partnerships with parents mean there is a continuity of learning between the nursery and home, which successfully contributes to the good progress children make.
- Children's personal, social and emotional development is promoted exceptionally well. As a result, children's behaviour is very positive and they are learning to make relationships and get along with their peers.
- Robust arrangements are in place for safeguarding children, including child protection procedures and the detailed risk assessments undertaken by practitioners, and older children, within the nursery and for any outings.

It is not yet outstanding because

- The systems to monitor the impact of the teaching are not fully maximised to enable the wider sharing of the good practice in order to benefit all children as they work towards even better progress.

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 the three playrooms.
- The inspector conducted a joint observation with the provider.
- The inspector spoke with the provider, deputy manager, practitioners and children at appropriate times throughout the inspection.
The inspector checked evidence of practitioner's suitability, training certificates, policies and procedures, risk assessments and the nursery's self-evaluation documents.
- The inspector took account of written comments from parents on the quality of the provision.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Jane Tucker

Full report

Information about the setting

Next Generation nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted domestic building in the Langwith Junction area of Mansfield. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an area available for outdoor play. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 21 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen the monitoring of teaching practice even further to support practitioners in achieving outstanding teaching practice, to benefit children.

Inspection judgements

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

Practitioners have a good knowledge of the Early Years Foundation Stage, which they use to promote children's learning and development. They have high expectations of children, which ensure children are motivated and eager to join in with the interesting and challenging experiences that they provide. Children demonstrate a natural desire to play and explore because their learning is fun. For example, children explore the sand. They discover astronaut moulds, which prompt them to talk about their recent topic and learning about space. They recall songs they have learnt about going to the moon, and they giggle as they sing along with practitioners. Children think critically, as they explore, such as considering why the wet sand does not go through the sieve like the dry sand does. As a result, children demonstrate the characteristics of effective learning.

Practitioners undertake purposeful observations and assessments that highlight individual interests and next steps in learning. Planning is completed weekly, and there is a good balance between self-chosen activities, and activities led by adults, that cover the seven areas of learning. Consequently, children make good progress in their learning and development and are well prepared for their move onto school. Teaching is good. Practitioners are knowledgeable about children's skills and how to develop their learning further. For example, practitioners encourage children to use scissors to cut out their own shapes, promoting their physical and mathematical skills. Children identify the shapes they are cutting as a circle and a triangle and they receive lots of praise for their efforts.

Children talk about family members who are not present. For instance, they tell practitioners that their parents will be so happy with them as they place their shapes in their bag to take home. Practitioners maintain attractive displays and photographs around the nursery to inform parents about the activities that take place, and how they develop and contribute to children's learning. For example, displays of seasons and weather demonstrate children's learning about the world.

Partnerships with parents are very good and practitioners encourage parents to be a part of their children's learning and development. Practitioners share their new knowledge they have acquired through training, such as Every child a talker. As a result, parents are invited to take part in story time sessions and discuss with practitioners the benefits of reading to their children before they go to bed. Parents share information about their children's learning at home through their weekend news book. Children also practise their writing skills in these books, as they copy words, which explain their weekend activities. This shared approach to children's learning and development successfully contributes to the good progress children make and demonstrates a continuity of learning between the nursery and home.

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

Practitioners carefully consider the move children make from home to the nursery from the outset. Settling-in sessions are offered and governed by the individual needs of children and their parents. A highly effective key-person system supports children to develop secure and emotional attachments. Detailed information is sought from parents as they complete on entry profiles for their child, with regards to their likes, preferences, learning and development. Consequently, practitioners get to know their children exceptionally well and this provides a secure foundation to ensuring children feel completely safe and secure in their environment. Children are extremely happy and confident in this warm and welcoming nursery. They eagerly approach child-accessible resources, which provide them with exceptional opportunities to extend their independence and all-round development.

From the moment children enter the nursery, they are taught to follow a simple and fluid routine, which adds invaluable structure to their daily lives. This encompasses each child's emotional needs and well-being. Jobs, such as being the special helper at lunchtime, are conducted willingly and with great pride. This gives children a true sense of achievement, as they are praised for doing a good job. Children take a real interest in what they eat, suggesting ideas for snacks. They also help to prepare their own snacks on a regular basis, which allows children to learn about the importance of portion size. Practitioners teach children about healthy food options, as they visit the local market to buy fresh produce. Menus offer a mouth-watering array of different meals, which children eat with relish. Practitioners encourage children to suggest which country their food comes from. When children agree, a flag is placed in the centre of the table to depict the food's country of origin. This promotes children's understanding of the world. As soon as children are able, they learn to feed themselves and move on to using metal cutlery. Children demonstrate how they are learning to listen to and interpret the messages their body

gives them about portion size, as they decide if they would like more food. Table manners are generally impeccable and children sit at the table, chat with their friends and make the whole event into a very social occasion enjoyed by all. Hygiene routines are very well established and children develop an extremely good understanding of their own self-care and the importance of good health. For example, children know they have to wash their hands before handling food and after they have visited the bathroom because of the germs. In addition, children brush their teeth after lunch, as they know this keeps their teeth and gums healthy and clean. Children follow rules for sharing resources and equipment and putting equipment away when they have finished playing. They take part in group activities where they use puppets called, for instance, worried William and angry Archie, to discuss their feelings and emotions. This extremely strong emphasis on developing children's personal, social and emotional development underpins their exceptional positive behaviour in the nursery.

Children's movement between rooms within the nursery operates seamlessly. This results in children demonstrating self-confidence and excitement about the changes. Children moving on to school are extremely well supported and emotionally prepared for their next stage in learning. This is because practitioners take children on regular visits to the local school. Children are also invited to the schools to observe their sports day, listen to stories and have their lunch with the older children. Furthermore, teachers visit children in the nursery. This allows children to become acquainted with a familiar adult and form new attachments in a safe and familiar environment. Children have access to daily fresh air and they take part in a range of activities outdoors. For example, children take part in ribbon dancing which develops the small muscles and dexterity they will need for pencil and scissor control. Practitioners understand the need for children to manage their own risks wherever possible and in doing so, learn to keep themselves safe. For example, children sit down to use scissors; they hold on to bannisters and walk sensibly in a line, as they are supervised when using the staircase. Children are actively involved in assessing risks in the environment outside for changing weather and know that some games may not be safe because they may slip. As a result, children become extremely aware of their own safety and their physical development and well-being is promoted most successfully.

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

The provider and practitioners have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners attend relevant safeguarding training and know how to identify and report any possible signs of abuse and neglect, at the earliest opportunity, to protect children in their care. Safeguarding policies and procedures are robust, implemented consistently and shared with practitioners on a regular basis. They include the procedure to be followed in the event of an allegation being made against a practitioner. Furthermore, they cover the use of mobile phones and cameras in the nursery, to protect children's privacy and welfare. Children are supervised very well during their play and practitioners are deployed effectively, to ensure children's needs are met. Staffing ratios and the qualification requirements are maintained throughout the nursery, ensuring children's safety at all times. Practitioners hold current

paediatric first-aid certificates, which supports their understanding of dealing with minor accidents and injuries. Thorough written procedures are in place for the recording of all accidents and incidents and these are monitored on a regular basis by the safeguarding officer. This helps protect children's welfare. In addition, medication records are robust and careful checks are carried out by all practitioners before any medication is administered to a child. Risk assessments are conducted to identify and minimise potential hazards to children, on the premises and for outings. Robust recruitment procedures are in place to ensure all practitioners have the appropriate skills and knowledge, to fulfil the requirements of their role. All practitioners are vetted and Disclosure and Barring Service checks are completed, to help guarantee their suitability to work with children.

The provider has a good overview of the nursery and demonstrates an efficient understanding of the learning and development requirements. The seven areas are covered through day-to-day activities, which help to ensure that children are making good progress towards the early learning goals. The provider takes the lead on monitoring practice, to make sure that children's development records are up to date and that observations and assessments reflect their learning and progress. As a result, children with identified needs are supported well with appropriate intervention, to help make sure they reach their expected levels of development. Performance management systems, such as appraisals and supervisions, are well established and provide ongoing support and coaching to all practitioners. Practitioners receive mandatory training in safeguarding, first aid and food hygiene. In addition, they attend additional courses by the local authority, when these are available. The provider and practitioners work alongside each other to observe and evaluate their quality of teaching. However, the system for observing each other and sharing good practice is not yet fully robust with regard to supporting practitioners in achieving outstanding teaching practice.

The evaluation of the nursery's strengths and areas for development is ongoing and involves contributions from practitioners, parents and children. The nursery is continuously open to advice and guidance from outside sources, such as the local authority. As a result, several quality improvement programmes have been implemented to evaluate the quality of the provision and drive improvement forward. A recently formed parent group has helped to cement the already good partnership working with parents. Parents' written comments show how they feel welcome in the setting and believe their children are making good progress. Parents are kept informed and up to date with their child's progress and achievements at parents' evenings and through daily conversations with practitioners. Parents comments recorded in thank you cards show how they are happy with the service they receive and the care given to their children. They comment about how the providers and practitioners are easy to engage with and caring towards their children. The nursery liaises very well with the local schools and information is shared about children's progress through transition documents. Consequently, these strong partnerships help to provide children with good consistency in their care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY286456
Local authority	Derbyshire
Inspection number	984246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	21
Name of provider	Tracy Crowther and Kym Morgan-Armstrong Partnership
Date of previous inspection	15/12/2011
Telephone number	01623 747473

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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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