

# New Beginnings Childcare Limited



15 Wigan Road, Westhoughton, BOLTON, BL5 3RD

**Inspection date** 29 April 2015  
Previous inspection date 2 April 2014

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|--|-------------------------|----------------------|----------|
|  | Previous inspection:    | Requires Improvement | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good                 | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good                 | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good                 | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                      |          |

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good and at times, outstanding. Well-qualified and experienced staff have a very good understanding of the learning and development requirements and how children learn best. As a result, children make consistently good progress in relation to their starting points.
- Children's learning is effectively promoted because staff provide a wide range of activities that capture children's interests and motivates them to learn. As a result, children of all ages develop a good range of skills and attitudes that prepare them well for future learning and eventually, school.
- The well-embedded key-person system helps children to form close emotional attachments as staff effectively support them in their play. Consequently, children feel safe and secure in the nursery environment.
- Staff have a very good knowledge and understanding of their responsibility to safeguard children, which is successfully translated into practice. This means that children are well protected and can play and learn in safety.
- Partnerships with parents, other early years providers and external professionals are very good and make a significant contribution to meeting children's individual needs.

### It is not yet outstanding because:

- There are fewer opportunities for children to extend their play and learning about the world around them by exploring an extensive range of multicultural resources.
- Staff provide fewer opportunities for children to learn about space and measure, in order to further enhance their mathematical development.

## What the setting needs to do to improve further

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

- enhance opportunities for children to learn about the similarities and differences between people and communities during their play, for example, by providing an extensive range of multicultural resources for children to explore in the home corner
- extend opportunities for children to learn about space and measurement, and to compare length, size and weight, to further enhance children's mathematical skills.

### Inspection activities

- The inspector observed children's activities in all playrooms and the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector talked to key persons, staff and children throughout the inspection.
- The inspector held discussions with the provider and the manager.
- The inspector looked at various documents, including a sample of policies and procedures, self-evaluation, planning, observations, assessment systems and children's individual learning records.
- The inspector checked evidence of the qualifications and suitability of the staff.
- The inspector took account of the views of parents from a small selection of parents spoken to on the day of the inspection, and from written statements obtained by staff.

### Inspector

Julie S Kelly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a wealth of activities and experiences that encourage children to learn through playing, exploring and being active. For example, children have a wonderful time as they make models from recyclable materials, explore sand and pasta, and make cakes and pies in the extremely well-resourced mud kitchen. Staff effectively use the knowledge gained from training, to support children's communication and language development. For instance, they skilfully model single words for babies and ask older children open-ended questions that make them think and help them communicate their thoughts and ideas. Staff teach children to count, match and sort objects during play and daily routines. However, opportunities for children to learn about space and compare size, length and weight are less well established. Children learn about different cultures and beliefs as staff teach them about celebrations, such as Chinese New Year and Diwali. However, children have fewer opportunities to learn about the similarities and differences between people and communities during self-chosen activities because there is not an extensive range of multicultural resources to investigate. Parents contribute to assessments of children's learning and staff regularly share information about children's achievements, with parents, to ensure children's learning is supported at home. Children with special educational needs and/or disabilities are very well supported through strong partnership working with external professionals. The skilful use of signs, gestures, pictures, props and puppets, successfully support children who speak English as an additional language.

### **The contribution of the early years provision to the well-being of children is good**

The key-person system is highly effective and successfully supports children's physical and emotional well-being. Children settle very quickly and form secure attachments with the adults who care for them. This has a positive impact on children's confidence and self-motivation. Children have daily opportunities to be active and engage in physical play. Staff teach children the importance of adopting a healthy lifestyle. They articulately explain that fruit, vegetables, steak and sushi is good for their bodies. Staff give priority to the safety of children and teach them how to manage their own risks in a controlled, challenging and safe environment. For example, some children are confident to balance on high logs, while other children choose to walk across lower-level equipment. As a result, children's health and well-being is effectively promoted.

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

The providers and newly appointed manager make up a very strong and effective leadership team. Rigorous systems for self-evaluation include the views of all staff, children and parents. Clear and prioritised action plans in place, including targeted training to improve staff knowledge and skills, ensure that the nursery continues to improve learning outcomes for all children. Close and accurate monitoring of children's progress means any gaps in learning are quickly identified and appropriate and timely interventions are put in place. Consequently, all children are encouraged to reach their full potential.

## Setting details

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Unique reference number</b>     | EY452080                         |
| <b>Local authority</b>             | Bolton                           |
| <b>Inspection number</b>           | 1011150                          |
| <b>Type of provision</b>           | Full-time provision              |
| <b>Registration category</b>       | Childcare - Non-Domestic         |
| <b>Age range of children</b>       | 0 - 12                           |
| <b>Total number of places</b>      | 61                               |
| <b>Number of children on roll</b>  | 70                               |
| <b>Name of provider</b>            | New Beginnings Childcare Limited |
| <b>Date of previous inspection</b> | 2 April 2014                     |
| <b>Telephone number</b>            | 01942813812                      |

New Beginnings Childcare Limited was registered in 2012. The nursery opens from 7.30am until 6pm Monday to Friday, all year round. Care is also provided for school-age children from 7.30am to 9am and from 3.30pm to 6pm during term-time only. The nursery employs 11 members of childcare staff. Of these, two hold an appropriate early years qualification at level 4 and six hold an appropriate early years qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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