

Inspection of Young Generation

37 Bounds Green Road, London, Middlesex N22 8HE

Inspection date: 5 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate how happy they are as they eagerly enter the setting and run to join their friends. They move freely around the extensive learning space and choose from a range of resources that interest them. Resources provided stimulate children's learning. Children confidently explore imaginative play with dolls as they imitate changing a baby's nappy and pretend to rock them to sleep.

Staff model good behaviour for children. They give effective support to develop children's personal, social and emotional skills. Children are taught to share resources, take turns and respect each other. For instance, they say to their friend during snack time, 'Can you pass me the bowl please?'

Children are patient and show positive attitudes to learning. They sit in a circle and wait for their friends to join in and sing along. Children are actively encouraged to talk about their emotions in groups. Staff share stories that help children understand their feelings. Children show empathy when their friends are sad and ask if they are 'okay'.

Staff have high expectations for children to achieve and develop in their learning. They closely follow and plan according to children's interests. Children develop strong attachments with the managers and staff. For example, they sit with them during mealtimes and discuss their day and what they did the day before.

What does the early years setting do well and what does it need to do better?

- Managers and staff plan a stimulating curriculum for children. Children are keen to learn. Staff gather useful information when children start to attend the setting. They use this to evaluate children's next step in learning. Staff know the children well. They talk about what they can do and what they want them to learn. However, on occasions, resources are not planned effectively for children. For example, water play activities at times are positioned too low, which frequently interrupts play.
- Young children develop their fine-motor skills during play. They especially focus and concentrate during activities that interest them. They build two-dimensional objects with building blocks, knead play dough into different shapes and hold large crayons to make marks. This helps to develop their finger grip.
- Staff promote children's physical health and well-being well. Children learn to wash their hands before eating and have daily opportunities for outdoor play. Managers and staff work in partnership with parents to ensure meals and snacks for children are healthy and nutritious.
- The directors ensure staff are supported with their workload and well-being. They support staff during the daily routines. For example, they help to prepare

lunches each day for children and serve tables.

- Children develop their mathematical skills effectively during activities. Staff encourage children to count objects while they play. Children learn how to use mathematical language, such as saying 'there are four cars in the car park' during construction play with bricks. Staff enhance children's learning by introducing new vocabulary and concepts. For instance, during lunchtime, children say that they are cutting tomatoes in 'half' then into 'quarters'.
- Parents are extremely happy with the care and progress their children make. They say that they are 'very pleased with the nursery' and that their child is 'always happy'. Staff and managers know the families well. They exchange information regularly about their children's care and developmental needs. This helps to ensure a consistent approach.
- Children are taught about the responsibility of growing and caring for plants. They learn to plant and grow herbs in the garden and understand that they need to water them daily. Once the herbs have grown, children use scissors safely to cut them and help prepare them for lunch.
- Children gain skills they will need for when they go on to school. For instance, they are encouraged to make choices throughout the day whether they would like a cracker or slice of toast for snack. Children also learn to manage their own personal care needs, such as using the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The leaders, managers and staff have a good understanding of how to keep children safe and promote their welfare. They clearly explain the signs and symptoms that indicate a child may be at risk of harm and how to report any concerns. The manager ensures staff's safeguarding knowledge is kept up to date. They attend regular training with the local authority. The leaders and managers carefully risk assess the premises to minimise risks to children, to ensure the environment and activities are safe. This has a positive impact on the children's safety and well-being.

What does the setting need to do to improve?

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

- focus more precisely when planning resources for children's play throughout the day.

Setting details

Unique reference number	2520670
Local authority	Haringey
Inspection number	10208055
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	19
Name of registered person	Young Generation Nursery Ltd
Registered person unique reference number	2520669
Telephone number	07376 022135
Date of previous inspection	Not applicable

Information about this early years setting

Young Generation nursery registered in 2019. The nursery operates from St Michael's Church Hall, in Bounds Green, in the London Borough of Haringey. The nursery operates from 8am to 6pm all year round, apart from a few bank holidays and two weeks holiday in the year.

Information about this inspection

Inspector

Pauline Valentine

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The manager provided the inspector with a sample of key documents on request.
- The inspector carried out an observation and discussed how the curriculum has been implemented and the impact that this had on children's learning.
- Parents' views were taken into account by the inspector.

We carried out this inspection 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.

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