

Inspection of Next Generation Nursery & Schoolies Club Ltd

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

Inspection date: 6 January 2023

Overall effectiveness **Outstanding**

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is outstanding

Children are very happy, settled, and secure at this very welcoming setting. Their independence skills develop rapidly as they practise doing things for themselves and others. For instance, children help to set up tables and chairs at mealtimes and tidy away afterwards. Staff support children to chop and peel their fruit independently and pour their own drinks. Children plan what they want to play with next and staff show that they value their ideas. For example, a child stuck a pencil through a cardboard box while mark making. Children discussed how it looked like a birthday candle before more pencils were excitedly added. A discussion then developed about a child's recent birthday which led to a hearty birthday song around what had now become a giant cardboard cake. This helps children to develop a strong sense of ownership over their learning and fun while playing.

Children's personal, social, and emotional development is outstanding because of the support provided. Staff are consistent in their praise, so that children can recognise their learning and achievements. Children play well together and learn to share and take turns. Their behaviour is exemplary.

Staff have incredibly caring, sensitive and respectful relationships with children. There is a sharp focus on children's well-being and learning both at home and in the setting. Children learn about healthy lifestyles such as why they need to look after their teeth and the importance of healthy eating. They develop excellent hygiene routines before meals and after toilet visits. For example, children are shown a visual timetable informing them of their upcoming dinner time and make their way independently to the toilet area. Here they wash hands thoroughly while discussions around hygiene take place.

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

- All staff take great pride in their knowledge of children and developmental progress. They have an excellent understanding of how children learn and allow for individual preferences in all learning. High quality interactions are provided by all staff. They plan excellent support for children's language development. Staff model language in an age-appropriate way and excitable young children laugh and beam with pride after saying a word recently learned. As a result, children make excellent progress with their communication skills.
- Children develop their coordination through threading activities and jigsaws. They use their hands in different ways as they explore wands for making bubbles, flick through pages of large books and use real pots and pans in the kitchen. They blow bubbles with a newly acquired technique and reach out to touch them. They explore shredded paper strands by joyfully throwing them in the air and watching their movements. Consequently, all children, including

those with special educational needs and/or disabilities (SEND), receive meaningful experiences that enhance their confidence and development.

- Support for children's developing communication and language skills is outstanding. Staff consistently model language to a very high standard throughout all age groups. Babies are supported to extend their vocabulary through new words linked to ones they have previously learned. Staff understand the importance of learning in sequence. Older children learn new vocabulary with experiences imagined through role play. This helps children to build up more complex sentences. Staff ask detailed questions and give plenty of time for children to respond. Children know they are respected and listened to intently. Staff are highly effective in all areas of teaching and learning.
- Children explore natural materials that are abundant in the setting and learn to be careful around others as they develop an understanding of risk in a safe manner. For example, children climb on wooden tables and traverse across bridges they have constructed with staff. Children look to peers for support once at the top of a wooden slide, before a great sense of achievement as they reach the bottom. With excellent staff support, children develop self-confidence and physical skills to play and learn in the thoughtfully designed rooms.
- Staff thoughtfully plan support for mathematics. For example, children count and use mathematical vocabulary as they move vehicles along an extended road drawn on the floor. Staff use positional language to teach children spatial awareness and direction as they go around a roundabout, change direction and pass many obstacles. Mealtimes are often used as opportunities to develop counting skills and knowledge of more and less.
- Parents hold the setting in the highest regard. They state how staff go above and beyond to support their children. Parents also feel supported by staff through learning activities at home, guidance on development areas and signposting to other agencies. Staff are said to be loving, knowledgeable and kind. Parents also praise the wide range of exciting activities that take place. A collaboration of early and regular observations, exceptional parental partnership and a highly effective key-person system helps identify any gaps in children's learning.
- Leaders have extensive knowledge and experience in caring for children with SEND. They work closely with other professionals once a need for support is highlighted and understand the importance of early intervention. Staff members are involved in the process of planning high quality next steps. As a result, children with SEND make progress from their starting points.
- Staff have established strong links in the community and the setting recently offered places to Iranian refugees. Staff encouraged children to consider others less fortunate than themselves as they learned about ways in which they could help these new visitors to their nursery.
- The manager and director are very reflective and continuously look to develop the setting further. They respect their staff and regard them as their best asset. They gather views and act on suggestions made. Leaders reflect with staff on the effectiveness of training and the impact it has on their practice. Consequently, staff feel that their well-being is of high importance to leaders. They feel valued and show incredible levels of enthusiasm in their role. This is

reflected in the high-quality interactions with all children.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team have an excellent understanding of their responsibilities in relation to safeguarding. Staff complete training in first aid, child protection and safeguarding. They risk assess their resources and equipment daily to ensure the safest of environments. For example, staff talk about the dangers in a kitchen as they pretend to cook with metal pans, a microwave and toaster. Children are made aware of safe ways to go upstairs and down slides. Every staff member carefully closes each gate behind them upon entering or leaving each room. They discuss with children why such gates are important. Staff comprehensively know what concerns for a child would look and/or sound like. They know who to go to and the procedures to follow to keep children safe.

Setting details

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| Unique reference number | EY295520 |
| Local authority | Wigan |
| Inspection number | 10264232 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 10 |
| Total number of places | 58 |
| Number of children on roll | 84 |
| Name of registered person | Next Generation Nursery & Schoolies Club Limited |
| Registered person unique reference number | RP907817 |
| Telephone number | 01942 826 899 |
| Date of previous inspection | 8 June 2017 |

Information about this early years setting

Next Generation Nursery & Schoolies Club Ltd registered in 2004. It is situated in Wigan. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one is qualified at level 5. The nursery opens on Monday to Friday, all year round, from 7.30am until 6pm. The nursery receives funding to provide free early education to two-, three- and four-year-old children.

Information about this inspection

Inspector
Shaun Wilson

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 inspector observed the quality of education during activities and assessed the impact on children's learning. The inspector evaluated an activity with a member of the management team.
- The inspector looked at a sample of the setting's documents. This included evidence of the training and suitability of staff.
- The inspector held discussions with management and staff. He spoke to parents to gather their views on the setting and took into account the written views of others.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- A member of the management team led the inspector on a learning walk and talked to the inspector about what they want children to learn.

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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