

# Inspection of Next Generation Day Nursery

115 LANGWITH ROAD, LANGWITH JUNCTION, MANSFIELD, NOTTINGHAMSHIRE  
NG20 9RN

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Inspection date: 23 August 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is inadequate

The provider has failed to ensure that all staff understand what is expected of them in relation to safeguarding children. Staff do not have sufficient understanding of the role of other agencies when there are concerns about children's welfare. Staff do not have a secure enough knowledge of the 'Prevent' duty guidance and are, therefore, not alert to any concerns that may indicate a child is being exposed to extreme views. Leaders do not make sure that required records are on site and available for inspectors to view.

Staff do not provide children with clear messages about the behaviour expected of them. For example, children run around when inside. When some children are told to stop by staff, no further explanation is given as to why they need to do this. Children do not benefit from a healthy and balanced diet. They are given chocolate cereals for breakfast and salty crackers at snack time.

Staff know what skills they would like children to have developed before they progress into the next stage of learning. However, the curriculum is poorly delivered. Staff do not use what they know about the children to provide appropriate learning opportunities. For example, children spend considerable amounts of time alone or playing with a friend with little adult interaction. Children who are beginning to talk are not supported well enough by staff. For example, children sit in silence during routine activities, such as snack time. Children become bored and disengaged as the activities on offer are not stimulating or interesting. Staff do not encourage children to stay or adapt the activity to promote or sustain children's interest. Staff do have regular meetings with managers and access training, however, this training is not focused enough on improving the quality of education that the children receive. Children are, however, keen to arrive and they have lovely relationships with staff, who provide a welcome cuddle.

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

- Leaders have not ensured that staff have a secure enough knowledge of what happens if a concern is raised about children's welfare. Staff do have some understanding of the signs of abuse. However, they do not know which external agencies would need to be notified in the event that leaders do not take appropriate action.
- Staff, including those who are responsible for providing support and guidance about safeguarding to others, are not aware of statutory guidance relating to radicalisation. Staff are not alert to the signs that might suggest children are being exposed to extreme views or at risk of being radicalised.
- Leaders do not ensure, that in their absence, those individuals responsible for the day-to-day running of the setting have access to records. On the day of the

inspection, records in relation to progress checks on children and evidence to support staff suitability and vetting procedures could not be viewed.

- Staff provide children with choices of food at breakfast time. However, even the youngest children choose chocolate cereals as they are on offer. At snack time, while children are given fruit, they are also given salty crackers. Staff do not support children to understand the importance of making healthy food choices.
- Staff say that they feel well supported by leaders and are given time to complete additional duties. Staff have regular opportunities to meet with managers and leaders, when they discuss areas for their professional improvement. However, training that is completed is not focused enough on improving the quality of provision for the children.
- Children know the routines of the day well as staff ensure that activities, such as circle time, putting shoes on and lining up before going outside are done daily. This allows children time to practise and remember what to do. For example, children show visitors how they put their own shoes on before going outside to play. However, when children run indoors they are told not to do this but are not told why. This means that children do not learn why we have rules and are unable to meet staff's expectations for their behaviour.
- Staff listen to children and ask what activities they would like to have available the next day. However, staff do not use these activities to deliver a curriculum that helps children to develop the skills and knowledge needed for the next stage in their learning. Quieter children are not encouraged to join in, despite staff identifying the need to work on increasing children's confidence. In addition, older children receive no adult interaction when they complete a puzzle alone, any learning is incidental rather than purposeful.
- Staff do not provide an environment that supports children in their communication and language development. Young children sit in highchairs eating lunch in silence, as staff fail to interact with them. Staff sing songs with the children and read books to them, however, at times staff do not give the younger children enough direction or support to help them to understand the activity or join in.
- Staff have too high an expectation of what children should be able to achieve next in their learning. For example, for young children who are saying single words only, staff identify the next step as being able to hold conversations about different topics. Staff do not demonstrate an understanding of how children learn.
- At times, staff play with children, for instance, when they enjoy a game of hide and seek. During the game, children hear mathematical language and know when it is time to go and find their friends. However, children frequently become bored and disengage with activities. For example, during a painting activity, children quickly lose interest and walk off as staff fail to make the activity exciting or interesting. When outdoors, children enjoy feeding the nursery animals, but then walk off as staff do not encourage them to remain involved.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a good enough understanding of child protection. They are not clear about which agencies may become involved when there are concerns about a child's home life. Staff know to inform the designated lead about any concerns they may have about children's welfare. However, this member of staff has insufficient knowledge to take appropriate action. Staff are unaware of the 'Prevent' duty guidance. This means that they do not know what signs might indicate that families and children are at risk of being exposed to extreme views.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that records are accessible and available for inspection	27/10/2023
ensure that staff supervision, training and coaching focuses on improving the quality of provision for children, particularly the quality of education	27/10/2023
ensure that all staff understand the procedures to be followed when there are safeguarding concerns about children	27/10/2023
ensure that all staff understand their duties in regard to the 'Prevent' duty guidance for England and Wales	27/10/2023
ensure that children are provided with a healthy balanced and nutritious diet	27/10/2023
ensure that staff have the skills to provide young children with opportunities to develop their communication and language	27/10/2023
ensure that staff consistently provide stimulating experiences, which inspire children to get involved in activities and remain engaged	27/10/2023

ensure that children's behaviour is consistently managed by staff, so that children understand the rules and what is expected of them to allow them to manage their own behaviours.	27/10/2023
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## Setting details

<b>Unique reference number</b>	EY286456
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10284987
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	45
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Tracy Crowther and Kym Morgan-Armstrong Partnership
<b>Registered person unique reference number</b>	RP906960
<b>Telephone number</b>	01623 747473
<b>Date of previous inspection</b>	25 September 2017

## Information about this early years setting

Next Generation Day registered in 2004 and is located in Mansfield, Nottinghamshire. The nursery employs five members of childcare staff, including one who holds an appropriate early years qualification at level 6, and three at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Christy Dave

## 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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.-
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and the manager by telephone about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.

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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