

Inspection of Next Generation Day Nursery

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

Inspection date: 31 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children know what is going to happen throughout their day. Staff have designed a routine which combines focused teaching time alongside children's independent purposeful play. This consistent structure helps children feel emotionally safe and secure. Children approach transitions happily because they know what is happening and what they will be doing next.

Children behave well. They follow instructions quickly. Staff have embedded appropriate rules and boundaries which keep children safe and ensure a well-organised environment. This helps to maintain children's focus on learning. For instance, pre-school children know which resources are 'open' and available for them to play with, and which ones they need to ask to use.

Children learn to problem-solve through their play. They use their prior learning to compare the sizes of two dinosaur toys, knowing that one will be smaller and one will be taller. To confirm which is taller, staff offer them a ruler to measure the dinosaur toys. Children work together, showing excellent teamwork skills. They agree on the correct answer. This shows that children's mathematical skills are developing securely.

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

- The management team has taken action to address weaknesses identified at the last inspection. It has used effective performance management strategies to improve staff's practice. The quality of education has improved. Staff can now recognise when a child may be at risk of harm or abuse, including exposure to extremist views. They know the procedure to follow to address any such concern. Staff have developed better ways of supporting and shaping children's behaviour.
- Staff support children's communication and language development well. They skilfully build younger children's vocabulary by repeating back and extending their sentences, adding in new words for children to hear. Pre-school staff have high ambitions for children's learning. They teach children words such as 'carnivore' and 'herbivore' while discussing what dinosaurs eat. Children quickly learn these words and use them in context while describing the prehistoric creatures.
- Children are developing healthy lifestyles. Staff plan activities for children to exercise, keep fit and learn about different food groups. For example, toddlers practise their coordination and body control outdoors as they copy staff's star jumps. Staff teach older children about healthy and unhealthy foods during a game of bingo. Children learn that proteins, calcium and fats are all part of a balanced diet. This learning will support children to make healthy choices as they

grow older.

- Staff help children to understand why some of their actions might not be appropriate or safe. For example, when children run inside, staff remind them to walk. They ask the children to think about why they should not run, and children respond by telling staff this is so they don't fall over and hurt themselves or others. This is an effective way of staff positively supporting children's behaviour.
- Staff use small-group times to help children learn new skills and knowledge. For example, toddlers play a matching game where they identify a shape and its colour. Older toddlers confidently participate and successfully find shapes such as a semicircle and oval. However, this is too complex for younger toddlers and staff do not adapt the activity enough for them to fully benefit from the learning.
- The manager works with local schools to support children's transitions. She arranges outings for children to visit their future school. Staff help children get ready for their reception class by teaching them social skills and how they can be independent. Staff also try to teach pre-school children letter sounds and basic phonics, but this is not developmentally appropriate for all children. Some children struggle to understand these concepts. Children will learn these literacy skills at school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to adapt the delivery of small-group activities so that children of differing ages and stages of development all benefit from the learning opportunities on offer
- review and refine the literacy curriculum intent for pre-school aged children, making sure it is fully age-appropriate.

Setting details

Unique reference number	EY286456
Local authority	Derbyshire
Inspection number	10331755
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 4
Total number of places	45
Number of children on roll	22
Name of registered person	Tracy Crowther and Kym Morgan-Armstrong Partnership
Registered person unique reference number	RP906960
Telephone number	01623 747473
Date of previous inspection	23 August 2023

Information about this early years setting

Next Generation Day registered in 2004 and is located in Mansfield, Nottinghamshire. The nursery employs four members of childcare staff, including one who holds an appropriate early years qualification at level 6 and two 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
Charlotte Whalley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a group painting activity with the manager while staff and children played outdoors.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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