

Paper Moon Day Nursery

Fulmar Close, Forest Town, Mansfield, NG19 0GG



Inspection date

21 May 2015

Previous inspection date

16 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a wide range of activities that promote children's learning effectively. Consequently, children are enthusiastic, active learners who are keen to explore and investigate.
- Staff know the children well and they form strong bonds with each one. This means children are happy and confident in the nursery, and develop a sense of security in their surroundings.
- The environment is stimulating, well resourced and welcoming to children and their families. For example, attractive displays provide parents with information about services available in the community, and children's learning.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, and participate in regular physical exercise, which promotes their good health.
- Staff have a good understanding of safeguarding procedures, and know how to identify and report concerns they may have about children in their care.

It is not yet outstanding because:

- Children's speaking skills are not fully maximised. Staff do not consistently give children time to think and give a considered response.
- The good information gained from assessing children's progress is not always used to best effect, to focus teaching on helping children make outstanding progress.

What the setting needs to do to improve further

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

- extend children's speaking skills by making sure they are given time to think about how they want to respond to questions or practise new language
- raise the overall quality of teaching by focusing on and planning extra challenges, that will raise children's achievement to an outstanding level.

Inspection activities

- The inspector observed activities in the playrooms and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Inspection findings

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

The well-qualified staff team have a secure understanding of the learning and development requirements. They gain valuable information from parents about children's starting points, and monitor their progress. Staff carry out regular observations of children and use this information to plan activities and experiences based on children's interests. As a result, children make good progress in their learning. However, staff have not yet focused on considering the extra challenges children need to make outstanding progress. Children access a wide range of resources, inside and outdoors. Children enjoy creative activities, and play with a variety of role-play resources. For example, children use dressing-up clothes for pretend play to develop their imagination. Staff engage children in purposeful conversations and ask useful questions to encourage children to become confident communicators. Staff play alongside children and use questioning and comments effectively to help children learn. Children work in groups and practise language modelled. However, staff do not consistently give the children enough time to think and respond to questions, or practise language they have heard. Consequently, children's language and thinking skills are not fully promoted. The nursery has links with staff at the local school, which supports children in preparation for starting school.

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

Children form secure attachments and relationships with staff through an effective key-person system and settling-in procedure. Consequently, children are very happy and confident, and enjoy the wonderful opportunities provided. The learning environment is stimulating, and children make lots of independent choices in their play and learning. Hygiene practices are well established. Children know when it is appropriate to wash their hands, such as after outdoor play. Children understand they need to do this to remove any germs. They learn about healthy lifestyles through the well-balanced snacks and meals provided. They understand that eating well helps them to grow big and strong. Daily outdoor play for children of all ages ensures that they have access to fresh air and exercise, and gives them opportunities to independently put on their coats and boots. Behaviour is excellent due to the basic rules that staff reinforce, such as good listening and using kind hands.

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

The manager and deputy have a thorough understanding of their responsibilities, and implement a range of policies and procedures to support their work. Parents offer very positive feedback, stating how much their children enjoy attending nursery. Self-evaluation is embedded in practice and together, the staff team continually strive to improve outcomes for children. Staff value training opportunities and this has a good impact on children's learning. The manager provides regular supervision, this has also had a positive effect on improving teaching and children's experiences.

Setting details

Unique reference number	EY406191
Local authority	Nottinghamshire
Inspection number	850725
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	108
Number of children on roll	161
Name of provider	Papermoon Nurseries (Mansfield) Ltd
Date of previous inspection	16 December 2010
Telephone number	01159821122

Paper Moon Day Nursery was registered in 2010. The nursery employs 21 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, 16 hold a level 3 qualification and two hold a level 2 qualification. The nursery opens from Monday to Friday all year round, closing for public holidays and for a week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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