

# Paper Moon Day Nursery Woodbeck



Paper Moon Day Nursery, Dendy Drive, Retford, Nottinghamshire, DN22 0HW

<b>Inspection date</b>	7 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff work really well with other agencies and professionals to meet children's individual needs. They ensure that there is regular communication and that relevant information is promptly shared so that children's well-being and learning are effectively promoted.
- Staff support children well when they are new and as they move through the nursery. This helps them to settle and builds their confidence. Staff also help children to begin to feel ready for the move on to school.
- Staff treat each child and their family with respect and value their individualities. Good daily handovers and regular summary reports help to keep parents informed about their children's progress. Additionally, staff provide parents with ideas and activities to do with their children at home to help continue their learning.
- Resources are of a high quality and used effectively to support children's understanding of the natural world. Children benefit from good outdoor learning opportunities and engaging with the natural environment. They use real fruit and vegetables in their play.

### It is not yet outstanding because:

- On occasions, staff do not provide enough challenge during some activities to help children make the best possible progress in their learning.
- Self-evaluation is not yet precise enough to closely monitor the difference that the quality of teaching is making to children's learning and development and where it needs to improve.

## What the setting needs to do to improve further

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

- provide children with higher levels of challenge during all activities, so that they make more rapid progress in their learning
- focus more precisely on the evaluation of staff practice to more rigorously identify how staff can improve their teaching, in order to increase the potential for children to make outstanding progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff fully understand their roles and responsibilities to ensure children's safety and well-being are maintained. They have a thorough knowledge of the procedure they would follow if they have concerns about children. The manager and staff are committed to ensuring children's safety and they understand procedures to manage risk effectively. Staff work well as a team. They participate in regular supervision sessions to discuss children's progress and how they can effectively support their learning. Managers make effective use of information about individual children's stage of development to check on any gaps in learning. Additional support is put in place quickly to promote good progress.

### Quality of teaching, learning and assessment is good

Staff generally have a very good understanding of how children learn and readily embrace new ideas. Resources are imaginative, realistic and attractive. They foster curiosity, encourage children to be inquisitive and help them to develop their own ideas. Children's communication and language skills are developing particularly well, including those whose starting points are lower. Toddlers enthusiastically join in with songs during circle time, using sign language as they sing. Staff skilfully introduce early mathematical skills into the session, starting each song with a different number to count in from. Older children dig in the vegetable boxes, planting potatoes and talking confidently about what they are doing.

### Personal development, behaviour and welfare are good

Children are happy and move around the playrooms and outside areas with ease. Babies feel secure and build strong bonds with their key person and other staff. They grow in confidence and learn to communicate their needs effectively. Older children learn new skills quickly through the active learning opportunities they experience. Children gain good independence skills from an early age and demonstrate this at meal and snack times as they serve themselves food. Children learn about keeping themselves safe. Staff discuss the use of equipment with children and remind them of this during activities. For example, using scissors safely and understanding how to hold them to avoid injury. Children have nutritious meals and learn how to keep healthy. They have regular opportunities to learn about their local community and to gain an understanding of other cultures and beliefs. Good links with local schools mean that information is shared effectively to support positive progressions.

### Outcomes for children are good

All children make good progress in relation to their ability and individual starting points. They are provided with a wide range of experiences that covers all areas of learning. Children learn valuable skills for their future learning in preparation for moving on to school, such as respect for others and how to share and make decisions.

## Setting details

<b>Unique reference number</b>	EY493422
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1026627
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Paper Moon Nurseries (Mansfield) Ltd
<b>Registered person unique reference number</b>	RP905776
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0115 9821122

Paper Moon Day Nursery Woodbeck was registered in 2015. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including two at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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