

# Paper Moon Day Nursery

Jasmin Road, LINCOLN, LN6 0QQ



<b>Inspection date</b>	19 December 2016
Previous inspection date	3 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The manager has developed a focussed improvement plan to increase outcomes for children. She gathers feedback from staff at meetings and parents through questionnaires. This helps her to identify and make changes to the nursery.
- The manager implements measures that help to keep children safe and secure. Unauthorised people can not enter the building and measures are in place to ensure that they leave with a suitable adult.
- The quality of teaching is consistently good. Staff play alongside children and support their interests. They closely observe and monitor children's progress, helping them to extend their learning and make good progress.
- Staff are friendly and welcoming. Parents say that staff keep them very well informed about their children's learning and the progress they make. They say that the nursery is homely and that staff are passionate about their role in supporting children.
- Staff provide children with opportunities to develop their independence. For example, older children help to lay the table for mealtimes, cut up their fruit and serve themselves. Toddlers help to clean up spills and put tissues in the bin.

### It is not yet outstanding because:

- Staff do not always give children the encouragement and support they need to follow their own interests and learn as much as possible from the good activities they provide.
- Systems for analysing the progress made by different groups of children are still being developed.

## What the setting needs to do to improve further

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

- support children more effectively during activities so they are able to follow their interests and learn as much as possible, in order to accelerate their learning
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager.
- The inspector looked at relevant documentation, such as the nursery's policies and procedures, training certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents and children during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms of abuse. They have attended training to extend their knowledge of recognising if children are being drawn into situations that may put them at significant risk of harm. All staff know and follow the procedures for the safe use of mobile phones. This helps to assure children's safety. The recruitment of staff is robust in ensuring that only suitable people work with children. Staff are supported in their roles through supervision and appraisal meetings. They have good relationship with the schools that children move on to. Staff share information about children's learning to support continuity.

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

Staff know children well as the key-person system is effective in helping them to support children's care and learning needs. Staff help babies to engage in pretend play. They play alongside children as they bath dolls. Children enjoy using sponges and splashing in the water. Staff weave mathematical language into children's play and daily routines. For example, outdoors, toddlers play hide and seek. Staff count while children enjoy running around the garden, finding somewhere to hide. Older children count the number of children sitting at their table for lunch. Children develop their imagination when they go with staff into a wood to look for a bear. They learn about their natural environment and demonstrate good listening skills.

### Personal development, behaviour and welfare are good

Children enjoy daily opportunities to play outdoors and wheel equipment up slopes and along planks. This helps them to develop their balance and coordination. Babies are physically active indoors. They pull to standing and roll large soft shapes across the floor. The nursery cook provides children with a range of healthy foods. She gets information from parents about children's individual dietary requirements and provides for their good health. Staff provide children with emotional support when they move from room to room within the nursery. They take children for visits and pass on information about children's care and learning to their new key person. Children are beginning to learn how to keep themselves safe. For example, staff sing songs when toddlers ride bikes to remind them of road safety. They talk to older children about looking both ways before crossing the road when walking in the street. Children behave well and staff are consistent in their approach to managing children's behaviour.

### Outcomes for children are good

Children are well prepared for their move on to school. Older children develop their literacy skills when they start to write letters of the alphabet. Children are confident and motivated to learn. They explore the exciting range of activities available to support their interests. All children, including those in receipt of funding, make good progress in their learning from their starting points. Children who speak English as an additional language make good progress in their speaking skills.

## Setting details

<b>Unique reference number</b>	253695
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1063838
<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>	50
<b>Number of children on roll</b>	53
<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>	3 December 2013
<b>Telephone number</b>	01522 681681

Paper Moon Day Nursery was registered in 1992. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one at level 4, one at level 6 and two at level 2. The nursery opens from Monday to Friday for 51 weeks of the year, closing in between Christmas and New Year and for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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