

Paper Moon Day Nursery

The Clock Tower, Compton Acres, West Bridgford, Nottingham, NG2 7PA



Inspection date

29 August 2017

Previous inspection date

22 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are well qualified and have a good understanding of how children learn. The staff and manager make good use of assessment information to check on the progress that individual children are making.
- Staff provide a warm and welcoming environment. Children are emotionally well supported by the caring and attentive staff who help them to form strong attachments.
- The systems for monitoring staff practice are effective to support their ongoing professional development. Management and staff benefit from good training opportunities and they are encouraged to continuously reflect on their practice.
- Children who have special educational needs and/or disabilities are supported very well. Staff work closely with a range of other professionals to help them meet children's individual needs.
- The manager has a clear understanding of secure recruitment processes to help ensure the suitability of all staff working with children.
- The nursery is led and managed well. Systems for evaluating the provision are effective. An action plan is in place to bring about continuous improvement to the quality of care, teaching and learning.

It is not yet outstanding because:

- On occasion, staff in the pre-school room miss opportunities to challenge and extend the learning of the most able children.
- Staff do not give enough opportunities for children to further develop their mathematical understanding of comparing quantities and objects.

What the setting needs to do to improve further

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

- make the best use of all opportunities to provide high-quality teaching in order to challenge and extend the learning of the most able children in the pre-school room so that they make even better progress
- provide even more opportunities for children to further develop their mathematical understanding of comparing quantities and objects.

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 spoke to the staff and children throughout the inspection. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff understand and adhere to policies and procedures to keep children safe, including records of complaints, accidents and any incidents. They are confident in recognising the signs and symptoms of abuse, including whom to report any concerns to. Partnerships with the local schools are good. Information is shared when children move on to school to promote continuity in their learning. Parents comment that they are provided with detailed information about their children's ongoing learning. They find this valuable as they are able to further promote this at home. This helps to increase the rate at which children make progress.

Quality of teaching, learning and assessment is good

Staff working with children aged between one and three years are particularly skilful in encouraging children's communication and language development. For example, they constantly comment on what children do, ask them questions and allow the children time to process information and give their answers. Staff use spontaneous ideas from the children to extend their learning and play even further. For example, children's interest in dinosaurs leads to a sensory activity where staff encourage them to use the toy dinosaurs and stomp through foam. They cover the toy dinosaurs with the foam and use pipettes with skill, to add food colouring. This helps to strengthen their fingers and increase their dexterity in readiness for early writing. Staff encourage children in learning to take care of living things. For example, children learn about the life cycle of a butterfly and eagerly wait for it to emerge from a chrysalis. Staff provide good support to children who speak English as an additional language. For example, they work with parents, valuing their home language. They learn basic words to support children to communicate their needs.

Personal development, behaviour and welfare are good

The key-person system is implemented well. Children are very happy and settled in the nursery. They demonstrate high levels of independence as they manage their own personal care needs in readiness for school. Younger children understand that they need to wash their hands, line up and wait patiently for their turn to have snack. They also clear away the used plates and cups. Staff help children to develop their physical skills well. For instance, children enjoy climbing and balancing on low-level apparatus, learning to manage personal risk during play. In addition, they handle tools safely as they chop the produce they pick from the allotment, in their imaginary play. Staff talk to children in a calm and respectful manner. Children develop good friendships with others, play well together and have regard for each other's needs and feelings.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress in their learning and development. Children gain skills that help them prepare well for their future learning. They gain good listening and attention skills, and are enthusiastic and motivated learners. Older children are self-assured and enjoy taking responsibility for some tasks in the nursery, such as watering the plants in the allotment area. They are well prepared for school when the time comes.

Setting details

Unique reference number	509249
Local authority	Nottinghamshire
Inspection number	1064215
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	70
Number of children on roll	122
Name of registered person	Paper Moon Nurseries (Mansfield) Ltd
Registered person unique reference number	RP905776
Date of previous inspection	22 October 2013
Telephone number	0115 9811801

Paper Moon Day Nursery registered in 1990. The nursery employs 22 members of childcare staff, including the manager. Of these, 20 hold appropriate early years qualifications, two with a level 4 qualification, 13 at level 3 and five at level 2. The nursery is open Monday to Friday from 7.30am to 6pm. It is open throughout the year apart from public holidays and a week over the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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