

Inspection of Paper Moon Nurseries

Gamston District Centre, Gamston, Nottinghamshire NG2 6PS

Inspection date:

7 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Pre-school children show good language skills, as they communicate well with each other and staff. However, babies and young toddlers language and communication is not always effectively supported by staff. Pre-school children revel in play outdoors. Their learning and curiosity is extended well by well-qualified staff. Pre-school children enjoy going on a 'Bear Hunt' together. They develop their imagination as they pretend to wade through a river, put on hats for the snowstorm and excitedly run away from the bear. All children enjoy their time at the setting.

All children feel safe and secure in the setting. They arrive happy and ready for their day. Due to the Covid-19 pandemic, parents no longer enter the building. Instead, children are greeted warmly by the manager at the main entrance. Children settle quickly as the manager takes them to their room. They have strong attachments with all staff members and go to them freely for comfort and cuddles. Children's interests are supported through a range of exciting activities provided by staff. In the main, most children have access to a suitable range of play opportunities to enable them to make the progress they are capable of.

Children behave well and are polite. They play nicely together, sharing experiences and ideas. Pre-school children talk with staff about healthy food and good oral health. All children are given lots of opportunities to develop their physical skills outside. Toddlers and older babies enjoy climbing on soft play, laughing as they topple over and get back up.

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

- Staff in the baby room are caring and nurturing towards children. However, sometimes, they do not interact effectively enough with them or support them to develop their early communication skills. For example, staff do not extend language while children play with resources or comment on children's play. As a result, babies often explore toys and the environment independently and have less opportunities to use their developing speaking skills. Despite this, children are happy and engaged in play.
- The outdoor environment is well resourced for play. Pre-school children are fully engaged in learning in this area, which is supported well by the staff. The children enjoy pretending the floor is lava and working out what they need to use to cross it safely. Staff skilfully question pre-school children to extend their thinking and learning, based on what they already know. Children listen well and respond with curiosity by asking further questions. Children are confident to express their ideas and thoughts and their focus is maintained.
- The management team do not ensure that the supervision process for staff is

fully effective. They do not identify areas of weakness in staff's performance. Staff are not given appropriate support or direction to improve their practice. As a result, the opportunity to progress certain staff members' skills in areas, such as adult and child interactions, are missed.

- Children's uniqueness is valued and celebrated within the setting. Children are free to explore their varying interests. Pre-school children are supported and encouraged to express themselves as individuals. Staff know their key children well and create experiences based on this knowledge. They find out what experiences children do not get at home and incorporate these opportunities into their day, such as long walks along the river and visits to the local town.
- Children benefit from a well-thought-out transition process, when moving on from one room to the next. This is sensitively adapted to meet each child's individual needs. Staff ensure that the move between rooms does not negatively affect the children's well-being. They pass on valuable information about children to each other. Children become familiar with their new room and staff members before they move. This helps children to develop secure attachments with their new key worker.
- The management team ensures that Disclosure and Barring Service checks are carried out for all members of staff. The manager can explain the processes she follows to ensure all staff are suitable to work with children. However, the required records for some staff, such as references and identification checks, were unavailable on the day of the inspection. Therefore, the manager is unable to demonstrate that accurate records are maintained regarding the recruitment of some staff.
- The manager makes it a priority to build up strong relationships with children and their families. Staff also get the opportunity to talk to parents at the end of the day to pass on information about the child's time at the setting. Parents comment positively on how well they are kept updated with photos and videos of their children on the online system.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of safeguarding children. They know how to identify signs that a child may be at risk of harm and how to report these concerns to the appropriate agencies. The manager carries out assessments of the local area to find out if there are any prevalent safeguarding concerns. She attends regular safeguarding update meetings, to keep her informed of any changes in legislation. Staff carry out regular risk assessments of the environment. Accidents and injuries are recorded and monitored effectively to highlight any patterns. Actions are then set accordingly to reduce the risk to children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure staff have a clear understanding of how to develop and extend younger children's early communication and language skills	07/11/2021
develop an effective process for staff supervisions, ensuring weaknesses are identified and support is put in place to improve the quality of staff practice	07/11/2021
ensure records about staff are consistent and readily available with specific regard to recruitment and vetting procedures.	07/11/2021

Setting details

Unique reference number	253395
Local authority	Nottinghamshire County Council
Inspection number	10072682
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	70
Number of children on roll	56
Name of registered person	Paper Moon Nurseries (Mansfield) Ltd
Registered person unique reference number	RP905776
Telephone number	0115 9822220
Date of previous inspection	9 May 2016

Information about this early years setting

Paper Moon Nurseries registered in 1998. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and one holds a level 6 qualification. The nursery opens 51 weeks of the year, Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leonie Miller-Pounder

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk around the nursery to discuss the curriculum and how it is implemented.
- The inspector reviewed documentation, including accident forms, medication forms and recruitment information in order to gain an insight into the running of the setting.
- The inspector observed children both indoors and outdoors.
- Staff and parents spoke to the inspector at appropriate times during the inspection.
- The inspector completed and discussed a joint observation of staff and child interactions with the manager.

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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