

Inspection of Paper Moon Day Nursery

Jasmin Road, LINCOLN LN6 0QQ

Inspection date: 17 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children from all backgrounds thrive in this nursery, due to the care and dedication of the manager and staff team. Staff are very attentive, considerate, and nurturing towards children. This is especially evident in the baby room. Babies new to the nursery receive one-to-one attention during their session. Staff instinctively know what is best for babies, such as providing close cuddles when they wake from a nap or offering reassurance when unfamiliar adults enter the room. Staff have high expectations of children and encourage supportive behaviour. For example, staff suggest children help each other to secure their painting aprons. When toddlers want the same toy dinosaur, they kindly hand it over and wait their turn. Staff raise children's self-esteem and praise their acts of kindness.

Children throughout the nursery come together to engage in a physical music and movement session. They eagerly follow instructions and show their creativity. Babies who are learning to walk receive support from staff to develop their muscles and to pull themselves up on equipment. Children are creative in their play. Toddlers show their role-play skills as they work together to wash the pretend cars. Pre-school children spend a long time using different materials to create their own models.

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

- The manager of the nursery is extremely passionate about her role, and she believes children deserve the best start in their lives. The nursery is a very inclusive setting, and staff ensure they include all children in the activities and experiences. Staff feel fully supported by the manager and comment, 'Her door is always open.' The staff team work together to deliver good quality learning experiences across all areas of the curriculum.
- Literacy is a strength of the nursery. Children develop a love of books and stories. Babies engage in stories as they lift flaps to reveal what is hidden underneath. Pre-school children re-enact stories with great enthusiasm as they sit together in a group. Staff read animatedly and encourage children to recall parts of the story. Toddlers take part in telling a story. They go on a hunt in the garden to look for bears and watch in awe as each element of the story unfolds.
- There is a strong intent for the nursery curriculum, and the manager and staff know what they want children to achieve. This is based on the individual needs of the different children who attend the nursery. Babies are supported to feel emotionally secure and build secure attachments with staff. Toddlers are encouraged to be independent and make their own choices. Pre-school children are supported to be prepared for their move on to school. For example, they develop good listening and attention skills during group activities.
- Staff manage behaviour well. They model positive behaviour and explain clearly

to children why some behaviour is not acceptable. Staff praise good manners, and this results in children who say please and thank you spontaneously when handed something.

- Staff provide experiences for children to promote their small-muscle movements. For example, pre-school children self-serve their own lunch using tongs. Toddlers begin to develop these same skills as they use tongs to pick up pretend worms as they play in mud. Babies are encouraged to use cutlery to feed themselves at lunchtime.
- Overall, staff place a strong emphasis on promoting good communication skills. Children hear new vocabulary, such as pipette, slimy and crunchy. However, staff do not always promote older children's thinking skills. This is due to staff being enthusiastic to communicate with children and not always giving them time to formulate their own ideas and respond to their questions.
- Staff nurture children's emerging interest in the change of season and help them investigate pumpkins. Staff are mindful that not all children may have the opportunity to visit pumpkin patches. Babies are provided their own pumpkin patch to explore. Toddlers use their senses to investigate the texture of the inside of a pumpkin. Pre-school children read seasonal stories and eagerly talk about their pumpkin picking at the weekend.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff give high priority to ensuring children's welfare and safety. Staff have an excellent understanding of their responsibilities to keep children safe. The manager and staff have a secure understanding of the procedures to follow and are aware to report any concerns that they have about children's welfare. Staff work with other agencies to ensure children and their families are able to access the support they need. Children are continually supervised by the well-deployed staff team. The environment is securely maintained. Ongoing risk assessments are completed by staff to ensure children are safe from potential harm.

What does the setting need to do to improve?

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

- build on staff's questioning techniques to allow children time to think and respond in order to help them express their own ideas.

Setting details

Unique reference number	253695
Local authority	Lincolnshire
Inspection number	10234437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	88
Name of registered person	Paper Moon Nurseries (Mansfield) Ltd
Registered person unique reference number	RP905776
Telephone number	01522 681681
Date of previous inspection	19 December 2016

Information about this early years setting

Paper Moon Day Nursery registered in 1992. They are located in Lincoln, Lincolnshire. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. 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.

Information about this inspection

Inspector

Sharon Alleary

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of feedback offered.

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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