

Inspection of Paper Moon Day Nursery

Fulmar Close, Forest Town, Mansfield NG19 0GG

Inspection date: 16 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

From the moment the door is opened, children rush into the building, eager for their learning to begin. Their key person is readily available to welcome them with a cheery smile. Consequently, children immediately show they feel safe and secure and they settle quickly. Older children have lots of opportunities to practise their small physical skills. For example, they transport water to bottles using syringes and pipettes when making magic potions. They use a variety of brushes and art materials to make different marks. In addition, they persevere when doing buttons and zips as they dress to go outside. They are becoming independent learners with a 'can do' attitude. Children play cooperatively, take turns and share resources. They know how to keep themselves safe. For example, they take turns on the slide and wait for their friends to move away from the bottom before they have their turn.

Children of all ages enjoy songs and rhymes. Babies bounce, clap and sway as they hear the staff singing their favourite rhymes. Older children dance with excitement shaking their musical instruments, as they choose songs they love to sing. Children show a love of books. Babies turn pages and use their fingertips to feel the textures on each page. Toddlers retell their favourite story as they stomp through flour, mud and water in search of a bear. They recall the familiar refrains with enthusiasm.

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

- All children show positive attitudes and are well prepared for their next stage in learning, including their eventual move to school. Babies explore and investigate a range of textures with awe and wonder. They rub their fingers together to feel soft, fluffy flour. Babies squeal with delight as staff tickle their feet with feathers. However, staff working with babies do not always provide the support they need to further develop early standing and walking skills.
- Staff have a sharp focus on communication and language. They have engaging and informative conversations with children. For example, toddlers enjoy looking at the memory book in the book area. This contains photographs of children's activities and experiences in nursery, at home and in the local community. They talk about what is happening in each of the pictures. Staff ask children questions to build on what they already know. Children learn about the local community and wider world.
- Staff regularly observe and assess children as they play. They are able to identify any gaps in children's learning. This allows for staff to plan to build on what the children need to know or be able to do for the next steps in their learning. However, some of the activities, particularly in the pre-school room, are not implemented as intended. This is because some staff are not clear of

how to build on children's knowledge in mathematics.

- Parents speak very highly of the nursery. They comment enthusiastically on the friendly and approachable staff team. Parents feel well informed about their child's progress and are highly involved in their learning. Parents attend a wide range of events at the nursery, including fundraiser events, coffee mornings, stay-and-play sessions, as well as more formal information sessions.
- The support and care for children with special educational needs and/or disabilities is exceptional. The manager coordinates the provision for these children, liaising closely with the families and other professionals. A number of staff have attended additional training in this area to improve their knowledge and skills. The nursery is inclusive and meets the care needs of all of the children. This promotes children's health and well-being.
- Staff have high expectations for behaviour and they are clear and consistent with boundaries. Children are kind and respectful towards one another. They respond promptly to staff instructions, show self-regulation and demonstrate good behaviour.
- Additional funding, such as early years pupil premium, is used to ensure that the children and their families receive the support they need. For example, a lending library has been developed to encourage children to share books with their families at home. In addition, children have access to weekly football sessions and team games at nursery with an outside provider. This develops their social and physical skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of the possible signs that may indicate a child is at risk of harm. This includes those that may potentially be at risk from radical views. Staff know the procedure to follow should they need to report a concern about a child, and how to report concerns about another member of staff. The manager ensures that safer recruitment checks are undertaken to confirm the ongoing suitability of staff working with children. Children are well supervised, both indoors and outdoors and when they move between areas in the nursery.

What does the setting need to do to improve?

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

- support staff to review and adapt the environment for babies to maximise their physical development
- support staff to plan activities to consistently build on what children know and can do, with a particular focus on mathematics.

Setting details

Unique reference number	EY406191
Local authority	Nottinghamshire County Council
Inspection number	10264136
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 7
Total number of places	108
Number of children on roll	96
Name of registered person	Paper Moon Nurseries (Mansfield) Ltd
Registered person unique reference number	RP905776
Telephone number	01159821122
Date of previous inspection	6 June 2017

Information about this early years setting

Paper Moon Day Nursery registered in 2010. It is located in the Forest Town area of Mansfield, Nottinghamshire. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at a level 2 or above. The manager holds a level 4 qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays and for one week at Christmas. 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

Tracy Hopkins

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 manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 inspector observed the interactions between staff and children. She talked to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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