

# Inspection of Paper Moon Day Nursery

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

---

Inspection date: 12 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in the nursery and are eager to come in. They are greeted with smiles from staff as they begin to play. Babies form close relationships with staff and enjoy showing them what they can do. Toddlers are happy sitting and listening to stories, pointing at pictures and giggling as staff read to them. Older children follow staff eagerly in the garden, searching for centipedes and looking at nature. Children are curious and motivated to learn.

Behaviour is good. Babies are taught from a young age about the behavioural expectations of the setting and as a result, all children are kind to one another. Children are eager to help each other during the day, passing joining pieces of tubing to make ramps for cars. Babies are taught to be gentle to each other and staff encourage small-group activities so that children learn to play together.

Children have lots of opportunities to learn about mathematics. Staff count to babies as they put their feet in wellington boots. Older children learn how to 'divide' dough so that they can share during play. Children in the pre-school room are excited to talk about different shapes that they have made from dough.

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

- Children have autonomy about what they want to do and staff build on their experiences during play. For example, children begin to make pretend Bolognese using different vegetables and dried pasta. Staff talk to them about what they are cooking and the different vegetables they have tasted and smelled. As a result, children are taught to be independent thinkers and choose their own ways of doing things.
- Staff build positive relationships with children and are aware of what children can do. They regularly gather information from parents and families in order to introduce children to new and exciting experiences. For example, children go on a bus trip for the first time as staff teach them about different modes of transportation.
- Overall, children are encouraged to be independent during play. Children in pre-school clean up mud off the floor with a dustpan and brush, and babies select their own coats before going in the garden. However, in some instances, staff will do things for children before they 'have a go' themselves. As a result, some staff miss opportunities to teach children essential skills that they need for later life.
- Children who speak English as an additional language are well supported. Staff ensure that they know and can say keywords in their home language to support them as well as using pictorial aids around the room, so all children can communicate their needs. Staff speak slowly and concisely, to help children

understand what is being asked. However, sometimes staff ask questions that do not give children opportunities to express their own ideas and develop their language. Also, at times, staff do not give children time to answer questions they are asked.

- The special educational needs and disabilities coordinator (SENDCo) works well with parents/families and other professionals to ensure that children with special educational needs and/or disabilities are able to achieve what they are capable of. Care is coordinated and all staff are aware of strategies in place to ensure that children make the best possible progress.
- Staff teach children about the importance of a healthy lifestyle. Children in pre-school show enthusiasm as they talk about brushing their teeth and naming different fruits and vegetables. Opportunities for physical development are abundant. Children of all ages can access the outdoors at any point during the day. Toddlers balance on crates whereas babies use ride-on toys to develop strength in their legs. Parents are involved in the planning of the nursery menu. The nursery chef incorporates ideas from parents and provides balanced and nutritious food to children.
- The interim nursery manager and staff have worked hard to form partnerships with parents after the COVID-19 pandemic. They invite parents into the nursery to discuss how they teach children and offer support where needed. Parents comment about how happy they are with the progress that children make and say their children are 'happy'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well in safeguarding from when they are first employed. Managers ensure that further and frequent professional development continues to help their knowledge remain secure and up to date. Management and staff have a good understanding of how to keep children safe and are aware of local safeguarding issues. Managers have provided information for parents and staff about safer sleeping and update them with different topics. Staff know how to report a concern regarding a child should they need to. Children are taught to keep themselves safe and older children risk assess the garden before going out to play.

## What does the setting need to do to improve?

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

- develop staff practice to create consistent opportunities for developing children's independence, especially for those who are more able
- extend staff's knowledge about effective strategies to further support children's developing language.

## Setting details

<b>Unique reference number</b>	509249
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10280574
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Paper Moon Nurseries (Mansfield) Ltd
<b>Registered person unique reference number</b>	RP905776
<b>Telephone number</b>	0115 9811801
<b>Date of previous inspection</b>	29 August 2017

## Information about this early years setting

Paper Moon Day Nursery registered in 1990. The nursery employs 16 members of childcare staff, including the manager. Of these, 11 hold appropriate early years qualifications, two with a level 6 qualification, 8 at level 3 and one 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.

## Information about this inspection

### Inspector

Amy Clarkson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector completed a learning walk of the areas used by the nursery to find out how they are organised, and the range of activities provided indoors and outdoors.
- Parents shared their views of the setting with the inspector.
- The inspector checked a sample of documentation, including evidence of staff suitability and training.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke with the nursery manager and the deputy manager about the leadership and management of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023