

Inspection of Paper Moon Day Nursery

Mansfield Road, Sutton-in-Ashfield, Nottinghamshire NG17 4HW

Inspection date: 21 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and independent learners. Staff carefully consider how children can build on what they know and can do. They have sequenced age-appropriate learning so that all children make good progress as they move through the nursery. For example, at mealtimes, older babies learn the skills that they need to hold cutlery and independently feed themselves. They are motivated by staff's praise. At this stage, children are developing their dexterity and hand-eye coordination. Further up in the nursery, toddlers pour their own drinks from a water dispenser and happily follow staff's request to wipe their face after they have eaten. Children are learning the self-care skills that they need to look after themselves.

In pre-school, children capitalise on the learning opportunities presented by the staff. For example, the recent discovery of a ladybird in the outdoor play area has sparked great enthusiasm for further bug hunting expeditions. Indoors, red play dough and pumpkin seeds are quickly transformed into ladybirds and children show their abilities with mathematical concepts, such as number and shape.

Outdoors, pre-school children decide they want to take the bus to the cinema to see their favourite film. Staff help children to determine how to safely create the bus using crates, sticky tape and rope. Children are proud of the bus they have made and all climb aboard to travel to their chosen destination.

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

- The manager and staff team have a clear vision about what they want children to learn and how they will teach this. They encourage children to be curious as they learn and discover through their play. Staff challenge children to work things out for themselves. They use skilful questioning to help children understand 'why' and 'how'. This stretches children's thinking and promotes their problem-solving skills. For example, in the role-play area, as children chop fruit and vegetables, they soon realise that to get inside the coconut they will need a different tool. Staff respond to children's suggestions and together they go off to ask the nursery cook for help. This demonstrates children's creative problem-solving skills.
- Staff use accurate assessment to find out what progress children are making in their learning and development. Through this, they identify areas which may need more teaching input. For example, staff working with toddlers have recently found that some children require extra support to grasp some mathematical concepts. They have acted on this by enhancing and focusing on this part of the curriculum, so that children can quickly secure this knowledge.
- Staff organise outings so that children can practise using their learning in real-life situations. For instance, they take children to the local supermarket to buy

vegetables. Children count out money and pay for their chosen items themselves. Staff provide activities so that children can continue their learning back at nursery. For example, they have set up a role-play greengrocer shop where children pretend to be the customer and shopkeeper.

- The manager has developed an effective key-person system, which benefits both children and parents. Babies are comforted by the close and reassuring relationship that staff have built with them. Staff make sure there is a clear two-way flow of information with parents, and parents say they feel well informed about their child's care at the nursery. The manager happily accommodates individual needs, such as providing a comfortable space for mothers who are breastfeeding their child.
- In the most part, children behave well and show positive attitudes to their learning. Staff provide activities themed around topics that they know children are interested in, both indoors and outdoors. That said, on occasion some children show less engagement in meaningful activity. This sometimes happens because staff do not challenge children enough in their learning, or when children become distracted by other things happening around them.
- Children with special educational needs and/or disabilities (SEND) are extremely well supported in the nursery. The SEND coordinator works in partnership with parents and other professionals to ensure that children get the support they need to develop. Inventive methods of communication help children to develop the skills they need to let staff know what they want and need, these are especially important for non-verbal children. Parents speak very highly of the 'amazing' support they and their children receive at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 recognise when children become less engaged in learning and encourage them to take swift action to address this.

Setting details

Unique reference number	EY293319
Local authority	Nottinghamshire County Council
Inspection number	10336054
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	134
Number of children on roll	137
Name of registered person	Paper Moon Nurseries (Mansfield) Ltd
Registered person unique reference number	RP905776
Telephone number	01623440011
Date of previous inspection	17 May 2018

Information about this early years setting

Paper Moon Day Nursery registered in 2005. It is situated in the Sutton-in-Ashfield area of Nottinghamshire. The nursery employs 28 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, all year round, apart from bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Charlotte Whalley
Sarah Gilpin

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want children to learn.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The inspectors observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke to the staff and the children at appropriate times during the inspection.
- The inspectors completed two joint observations with the manager and deputy manager.
- The SEND coordinator spoke to an inspector about how they support children with special educational needs and/or disabilities.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation.

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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