

Paper Moon Day Nursery

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



Inspection date

17 May 2018

Previous inspection date

2 December 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and managers have very high expectations for the nursery, the staff and the children. Their knowledge of each child is exceptional. The information they gather on children's progress is used to help create highly stimulating indoor and outdoor learning environments. Planning in each room is tailored to meet children's individual needs and interests.
- Children with special educational needs and/or disabilities are fully integrated into the life of the nursery. Staff work closely with other professionals involved in the children's care. Staff strive to achieve the best possible outcomes for children. They recognise that clear communication is essential for the child and their parents.
- Staff have exceptional knowledge of the children they work with. Their assessment of children's development is very accurate. Staff speak with authority on the areas of development they are focusing on with each child. Any gaps in children's development are quickly identified and plans are put in place to ensure children continue to make rapid progress.
- Feedback from parents is very positive. Parents value the regular feedback they receive about their children's development. They appreciate that they are fully included in their child's learning, and that the information they provide to staff is used to plan for their child's play and learning at the nursery.
- Children of all ages are keen and enthusiastic learners. Babies and toddlers are supported to become more independent. They learn to manage personal care tasks for themselves from an early age. Children are very good at problem solving, they persevere and do not abandon play if they encounter a challenge.

What the setting needs to do to improve further

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

- continue to develop the teaching skills of new employees so that they reach the same extremely high standard as the established staff team.

Inspection activities

- The inspectors observed activities in all nursery rooms and the outdoor play area.
- The inspectors spoke to members of staff and children at appropriate times. They held meetings with the manager and one of the deputy managers who has a lead role in learning and development.
- One inspector carried out a joint observation with the manager.
- The inspectors took account of the views of parents spoken to on the day of the inspection and written statements sent by parents for the inspection.
- The inspectors looked at children's records, evidence of the suitability of staff working at the nursery and a range of other documentation.

Inspectors

Diane Stone / Joanne Mary Smith

Inspection findings

Effectiveness of the leadership and management is outstanding

Staff are very well-qualified and experienced childcare professionals. Senior staff focus on particular areas within the nursery. They reflect on the practice in these areas to enhance children's experiences. Staff recruitment is extremely robust. Staff have regular supervisions and reviews of their practise. On-going training for staff has a very high priority. The arrangements for safeguarding are effective. Staff have an exceptionally strong understanding of their role in keeping children safe. The staff team work well with external agencies. This ensures children and families receive the help and support they need, so that children can make good progress.

Quality of teaching, learning and assessment is outstanding

Staff are enthusiastic and highly motivated. Their understanding of how children learn is excellent. They plan flexibly in each room to capture and extend learning for children on a session by session basis. They encourage all children to explore, and to be curious and inquisitive in their play. Babies crawl along a sensory trail through trays filled with sand, soil and dry grass. Staff embrace children's interests as they join in when older children re-enact, 'The Gruffalo', story. Staff know when to intervene to ask a question, or extend the children's learning. Staff have a high level of awareness of children's different communication methods. They talk to children, give them time to think and listen to their response before asking another question, or giving extra instructions. Staff reinforce the words younger children say, and use hand signals to support children's understanding.

Personal development, behaviour and welfare are outstanding

Children flourish during their time in the setting, and their behaviour is exemplary. Staff are very courteous. They consult with, and get agreement from, the children before they do things. For example, staff ask children if they can change their nappy and wait for the child to acknowledge they are ready to leave their play. Staff encourage children to be active. Outdoor play and exercise are an everyday part of the children's time at nursery. Staff support children to understand their feelings and why they feel as they do. Excellent sleep time routines are in place. Children understand and follow these. Younger children have a bedtime story, and activities are set up for those children who do not wish to sleep.

Outcomes for children are outstanding

Children make rapid progress while at the nursery. Detailed plans are in place to support children who may be at risk of not meeting typical levels of development. Young children are developing an interest in numbers and mathematics. Staff talk about measuring and use language to introduce mathematical terms to children. Children use what they have learned in their play and measure how tall they are with tape measures. Toddlers develop good independence skills. They peel and cut fruit at snack time with little support needed from staff. A small group of children in the pre-school room form a children's council each term. They meet weekly with a member of staff. Staff encourage children to think, listen and negotiate as they make decisions about different aspects of nursery life.

Setting details

Unique reference number	EY293319
Local authority	Nottinghamshire
Inspection number	1068299
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	134
Number of children on roll	213
Name of registered person	Paper Moon Nurseries (Mansfield) Ltd
Registered person unique reference number	RP905776
Date of previous inspection	2 December 2013
Telephone number	01623440011

Papermoon Day Nursery was registered in 2005. It is situated in purpose-built premises in the Sutton-in-Ashfield area of Nottinghamshire and is one of seven privately owned nurseries. The nursery employs 28 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 and level 3. Two members of staff have a level 4 qualification and one member of staff has a level 6 qualification. The nursery opens Monday to Friday for 51 weeks of the year, closing for one week over the Christmas period. Sessions are from 7am until 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

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