

# Papermoon Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	254627
<b>Inspection date</b>	06 March 2008
<b>Inspector</b>	Ann Keen
<b>Setting Address</b>	Faraday Road, Lenton, Nottingham, Nottinghamshire, NG7 2DU
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<b>Registered person</b>	Papermoon Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Papermoon Day Nursery opened in 1993. It operates from a single storey building and is situated in Lenton, Nottingham. Lenton is close to the city centre with good transport links. The nursery serves the local area and people working in the city of Nottingham and surrounding areas.

There are currently 65 children from birth to eight years on roll. This includes 21 funded children. Children attend for a variety of sessions and days. A small number of children attend the after school care provision and join the three- to five-year-olds. The nursery supports children who have learning difficulties and/or disabilities or English as an additional language.

The nursery opens Monday to Friday, 08:00 until 18:00. It is open 51 weeks of the year closing for Christmas and Bank Holidays.

There are 12 staff who work with the children; of these, 10 staff have early years qualifications to at least National Vocational Qualification Level 2.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are provided with well-balanced, nutritious meals which includes vegetables and fruit which they eat with enthusiasm. The nursery adheres to environmental regulations appropriately so the food is hygienically prepared. Staff ensure that children's allergies, preferences and daily needs are recognised so they receive appropriate foods. The children's health is generally well promoted as they have planned regular access to physical activity and fresh air. There is a suitable outside area where older children have fun riding wheeled vehicles and learn to catch a ball, for example. The children are given regular drinks and the older children are able to access them for themselves, ensuring they do not go thirsty and assisting them to become aware of their own needs.

The systems for administering medicines and the recording of accidents are appropriate and ensure that children receive consistent care. Many members of staff, qualified in first aid are present at sessions ensuring staff have been trained to administer appropriate attention, if required. Children rest according to their needs and are able to sleep in safety with clean sheets. Staff wear aprons and gloves when changing nappies and mats are cleaned between each use to minimise the risk of cross-infection. Although the standards of cleanliness are adequate overall, in specific areas they are not. The nursery does not employ a cleaner at present and staff are covering this aspect of provision themselves. This means that areas such as the entrance hall and floors in the pre-school and baby room are not vacuumed sufficiently often or thoroughly enough, potentially compromising children's health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The staff provide a warm welcome to the children and parents, who bring their children into the nursery to settle them into their appointed play areas. The setting is adequately maintained and displayed with children's artwork and information for parents. The nursery is adequately equipped with appropriate furniture and resources which are generally kept clean. There is suitable equipment for babies to eat comfortably in highchairs and rest in individual cots. Children's independence is generally promoted well as they are able to explore their environment and make choices about their play from the available resources.

Staff have an adequate understanding of safety issues. Daily risk assessments are undertaken before the children arrive to ensure the premises are devoid of animal excrement, for example. However, they are not sufficiently aware of checking other issues such as rainwater accumulating in the water tray, storage of outside resources and the edges of a mat that is turned up, potentially putting children at risk. Sound security precautions are in place on the front entrance. Parents or visitors ring the door bell and a member of staff authorises entry. Suitable fire precautions are in place and the nursery has a statement of procedures to follow in the event of a fire. They are in the process of improving their systems, for example, fire assembly point notices are being put into place. Staff have a sound understanding and knowledge of child protection issues; they are aware of the signs and symptoms of child abuse and know the reporting procedure to follow if concerned for a child's welfare.

## Helping children achieve well and enjoy what they do

The provision is satisfactory.

The staff team promote a welcoming environment, which enables the children to grow in confidence and enjoy their time at the setting. Staff plan a range of activities that children are eager to participate in; babies enthusiastically feel jelly and investigate its properties. Children have a range of sensory and physical experiences such as playing with sand and water. Babies have adequate one-to-one interaction with staff and toddlers enjoy the attention and support they receive. Children enjoy sharing books with staff; looking at the pictures and listening to the story enthusiastically. Staff provide a range of varied activities in line with the 'Birth to three matters', a framework to support children in their earliest years so children receive sufficient choice and interest during their day. For example, toddlers wait enthusiastically to wash dolls in soapy water. Staff observe children and record their findings, helping them to plan appropriately for children's development.

### Nursery Education

The quality of teaching and learning is good. Children benefit from the staff's good knowledge of the Foundation Stage. They plan well and organise activities that cover all aspects of the areas of learning and relate to the stepping stones. Staff know children well as a result of their interactions with them and consistent assessment of their skills and responses. Staff meet with parents to discuss children's development and discuss their learning so staff are well informed about children's needs. Children make good progress because staff assess and record their achievements and plan for the next step in their learning. Children benefit from the support and involvement of caring staff encouraging children to play purposefully. Children quickly settle to activities and complete their work because they know what is expected of them as a result of the adults' clear explanations, good questioning and effective use of resources. Children with English as an additional language are well supported. There are appropriate procedures in place to support children with learning difficulties and/or disabilities. These include close liaison with parents and other professionals in order to help the children reach their full potential. Children are making good progress in their learning.

Children's independence and choice are consistently encouraged. This helps them to be self-motivated, for example, during free-play activities. Children's enjoyment and understanding is enriched by positive first-hand experiences. They have weekly French lessons and dance classes. Their counting and number recognition is endorsed during practical activities involving familiar objects and toys. Children have many opportunities to count the numbers of children present, for example. The early stages of children's writing and reading are progressing well. Children are encouraged to practise their emergent writing and copy their own names. Children's stories are taken down in writing by staff developing, not only children's writing skills but also their self-esteem. Children are independent in their personal skills and display good manners at the dinner table. They enjoy listening to well-read stories and are happy to discuss the pictures and stories with staff. Children are confident and chat happily to visitors and staff alike. Children have many opportunities to develop their imagination. The pre-school room provides an appropriate learning environment where children can freely access a wide range of resources. However, the outdoor area is not used effectively as a learning environment because it is only used at specific times and is not used to create an indoor/outdoor environment. For example, they use the role play area inside to 'grow plants' when the outside is easily available. Children are learning about shapes such as square, circle and triangle. Children have opportunities to learn about information, communication and technology. The setting has a computer which is normally available during sessions. However, it is not working correctly and

a new one is on order. Children's physical skills are enhanced during structured activities and they show good control as they pedal tricycles around the outside area. Children's small muscle control is developing well. They are beginning to show an awareness of space as they move around the nursery.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children generally arrive confidently and leave their main carers with ease. Staff who work regularly with children get to know them and develop good relationships with them. This builds a child's self-esteem and confidence as an individual. Children have adequate access to toys and resources depicting a variety of peoples and they celebrate festivals which reflect the diverse society they live in. Children are settled and anticipate routines; staff encourage children to help tidy up and use praise effectively to encourage and support these actions. Children are quick to respond to staff and behaviour is good. Staff welcome parents and spend time talking through the children's day when they collect them. Babies receive a diary recording useful information such as nappy changes and food eaten. A suitable level of documentation is shared with parents and notice boards inform parents of children's activities. Those children who require extra support in their learning and development are helped by outside agencies when necessary and staff are aware of their role in ensuring the support is maintained during their stay in nursery. Senior staff have recently attended a course in improving diversity issues and helping children whose first language is not English. Therefore they are improving the support provided. They have recently introduced 'emotions cards', for example, so children are able to express how they are feeling pictorially. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers of children in receipt of early years funding is good. Information is available on the notice board regarding the planning of the day-to-day activities the children are involved in. Parents' meetings are held regularly to discuss children's progress and achievements and provide two-way communication between the nursery and parents.

### **Organisation**

The organisation is satisfactory.

Overall children's needs are met. Children's well-being and enjoyment is promoted by satisfactory organisation. The environment and facilities are planned so children are able to play freely and access resources for themselves. Documentation is adequate and reflects the practice accurately. The staff are generally aware of their responsibilities and ensure that they conform to the necessary requirements so that children are adequately cared for. However, management are not monitoring the day-to-day running of some routines sufficiently well to ensure that staff are reliable in their approach to consistently promote children's health and safety. Children's welfare is satisfactorily promoted as the staff ensure that they have contact details and signed permission slips from parents in place in case of emergency. Procedures are in place in the event of a child being lost or a parent failing to collect them so children's welfare is appropriately promoted. Staff keep the register accurately ensuring they record times children arrive and leave. Parents are well informed of their right to complain to Ofsted and are supplied with contact details and the nursery has a complaints log in place, should the need arise.

The leadership and management of nursery education is good. Systems for staff appraisal are in place to help improve the children's learning. The nursery uses the expertise from the local authority to help improve the provision for children's education.

### **Improvements since the last inspection**

At the last care inspection the nursery was required to improve the operational procedures for taking children out of the building, the procedures for recording accidents and the child protection statement. Systems for taking children outside have improved, helping to promote children's safety. Procedures include: ensuring children wear high visibility jackets; staff undertake risk assessments; parents sign permission slips; contact details are taken and the mini bus driver has had a Criminal Records Bureau check. In addition, both his and the vehicle's documents are relevant and up-to-date. Staff record accidents accurately and ensure that parents sign to acknowledge accidents that happen to support consistency in children's care. The nursery's safeguarding children policy now includes a statement about allegations being made against staff, ensuring procedures are in place should the need arise and children's welfare is promoted.

At the last education inspection the nursery was required to improve opportunities for music, creative activities and simple calculation. They were also asked to develop the partnership with parents to share what they know about children's learning. The nursery now provides a wide range of opportunities for the children, covering all aspects of learning, ensuring they receive a broad and balanced range of activities. Parents are able to discuss their children's progress with staff on a daily basis and at specific appointments so they work together for the benefit of the children.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the premises and equipment are always kept clean especially in the entrance hall, baby room and the floors throughout the nursery

- take positive steps to promote safety within the setting with regard to maintenance of mats, storage of outside resources and rain water collecting in the equipment outside
- ensure all staff have the experience, skills and ability to perform the tasks required of their job.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- use the outside area effectively to promote children's learning and development (this also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)