

Papermoon Day Nursery

Inspection report for early years provision

Unique reference number	509249
Inspection date	08/10/2008
Inspector	Anne McKay

Setting address	The Clock Tower, Compton Acres, West Bridgford, Nottingham, NG2 7PA
Telephone number	0115 9811801
Email	papermoon@btconnect.com
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Papermoon Day Nursery opened in 1990. It is on the Early Years Register and operates from purpose built premises, situated in the Compton Acres area of West Bridgford on the outskirts of Nottingham. There is a large, enclosed outside play area that is accessed by all the children. The nursery serves the local and surrounding area. It is open Monday to Friday 08:00 to 18:00, throughout the year apart from bank holidays and for one week at Christmas. The setting is registered by Ofsted on the Early Years Register. A maximum of 65 children may attend at any one time. There are currently 104 children aged from 10 months to 4 years on roll, of whom 42 receive funding for nursery education. Children attend a variety of sessions. The nursery supports children with special educational needs and children who speak English as an additional language. There are no access restrictions to the premises.

There are 20 staff who work with the children. Of these, 18 of the staff including the manager hold appropriate early years qualifications. There are two staff currently working towards a recognised early years qualification. The setting receives support from the Nottinghamshire Local Authority. The nursery holds a current Quality Counts award and is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

The nursery provides a stimulating and accessible learning environment for children in which they make good progress towards the early learning goals in all areas of their development. Staff have a secure understanding of the Early Years Foundation Stage and are developing good systems to assess and plan for children as unique individuals. The manager and staff are able to reflect on their practice and identify strengths and weaknesses in the provision. Staff take care to liaise closely with parents and carers to ensure all individual needs are met and that children are fully included at the nursery.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- establish and maintain a regular two-way flow of information between providers when a child attends more than one setting
- ensure children have consistent access to sufficient resources to support their imaginative play
- ensure planning is flexible enough to meet the needs of individual children.

The leadership and management of the early years provision

The manager of the setting has a clear vision for the nursery and works closely with staff towards achieving this through an effective process of self-evaluation. Practice at the nursery is reviewed regularly to identify any areas for improvement and measures are put in place to address any identified issues. For example, a number of recent improvements have been made to develop systems that enable the nursery to successfully implement the Early Years Foundation Stage, including improvements to the outside play area and to focus the planning more around children's individual interests. Improvements have also been made in response to recommendations from the last inspection by increasing the resources available for children to provide stimulating play activities both indoors and outside, although there are not always sufficient resources to fully support children's imaginative play. The organisation of group times now effectively supports children's listening and concentration skills.

Children are cared for by a committed team of qualified staff. There is a strong commitment to staff training so that knowledge and skills are developed and kept up-to-date. Robust procedures are in place to safeguard children, including systems to ensure all staff are vetted before they have any unsupervised contact with children. Efficient systems for risk assessment are implemented consistently by staff to provide a safe environment for children. Staff have a secure understanding of their responsibilities with regard to safeguarding children and know how to implement procedures to protect children and to promote their welfare. Children with additional needs and those who speak English as an additional language are integrated well and their parents are also offered good levels of support from staff.

Policies and procedures have recently been updated and are made available to parents and carers. Parents are encouraged to read their child's assessment records and to contribute to them so there are strong links between home and the setting. Staff communicate regularly with parents to ensure they are up-to-date with regard to individual children's needs, for example, information is updated when children move group rooms so that staff can effectively plan to include them. However, staff do not liaise with other settings that some children attend.

The quality and standards of the early years provision

Children have positive and secure relationships with staff which gives them confidence to explore what is available for them and to play and learn. Children access a good balance of toys and resources that are suitable to promote their development and learning in all areas. Space and resources are well-organised, allowing children to move around freely and to make their own choices. Staff use pertinent observations to assess children's progress and to plan for their next steps in learning and development. Staff mostly have a secure knowledge of how to support young children and plan a balance of child-initiated and adult-led activities both indoors and outside. However, the planning for some activities for the younger children is not sufficiently flexible to be adapted to challenge children of different ages and abilities.

Children are supported by staff who demonstrate skilled questioning to challenge

children to solve their own problems. For example, children experiment in the water play to find out how to make the water wheel work. Children use their problem solving skills when planning and constructing models and they practise their counting skills in the daily routine. Children enjoy being in groups, listening to stories and contributing to discussion at group times. They are confident communicators, asking questions and contributing their own ideas. Children learn about other cultures and find out about each other's backgrounds through stories and discussions. They play with a number of resources that reflect different aspects of the wider world and enjoy some activities organised around different celebrations during the year. Children play happily together, forming friendships and also take time to be on their own. For example, a child becomes absorbed in looking at a book in the quiet area. Children behave well and learn responsible behaviour in relation to others such as taking turns and tidying up.

Children learn to keep themselves safe, for example, by practising the evacuation procedure. They are supervised at a level suitable to their age and stage of development to keep them safe from accidents whilst developing confident independence skills. Children are nourished through a balanced and nutritious diet of meals and snacks. Their physical development is promoted well through access to a wide range of suitable toys and activities and they relish their time playing outside in the fresh air each day

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.