

Papermoon Day Nursery

Inspection report for early years provision

Unique reference number	253695
Inspection date	21/07/2009
Inspector	Gill Ogden
Setting address	Papermoon Day Nursery, Jasmin Road, Lincoln, Lincolnshire, LN6 0QQ
Telephone number	01522 681681
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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Papermoon Day Nursery opened in 1992 and is part of a small chain of nurseries, most of which are in Nottinghamshire. It operates from premises on the Birchwood estate in Lincoln. It comprises three rooms, which all have direct access to an outdoor play area, and associated facilities. The nursery is open each weekday, all year round from 08:00 until 18:00. Children attend for a variety of sessions. It also provides wraparound care for children who attend a local nursery class and crèches for the nearby Children's Centre.

The nursery is registered to care for a maximum of 50 children under eight years old at any one time on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children on roll. This includes children with additional needs. The nursery is in receipt of funding for early education. Of the 12 staff who work with the children, all but one has a relevant early years qualification and she is currently working towards achieving one. One member of staff has enrolled to do a degree and the incoming manager already has a degree. The nursery is a member of the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a safe and stimulating environment where they are happy. Their care and learning needs are met well within the requirements of the Early Years Foundation Stage. Every child makes good progress towards the early learning goals. Relationships with parents are effective in ensuring good continuity of care for each child and contributes positively towards children's development and learning. Every attempt is made to develop strong links with others who are involved with the children. There are useful ongoing systems in place which promote continuous improvement of the provision well.

What steps need to be taken to improve provision further?

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

- develop free flow play between indoors and outdoors especially to support those children who may learn better outdoors
- link children's identified next steps more closely to the development steps towards the early learning goals to ensure that they make the most rapid progress
- make the best use of every child's background not only for them as individuals but to support all the children's understanding of each other and the wider world.

The leadership and management of the early years provision

The nursery has a robust framework in place to support children's welfare. All the necessary records are maintained well and policies and procedures are regularly reviewed to ensure they continue to meet legislation requirements and reflect the practice in the provision. Thorough recruitment processes contribute effectively to the appointment of suitable staff. All staff have a clear understanding of their safeguarding responsibilities and if the designated staff member for child protection leaves then priority is given to ensuring that another staff member has the current knowledge and skills to take over. Managers are alert to media announcements regarding children's health and safety. Recently, as a result of this, they have ensured that all staff are required to store their mobile phones in the office. Similarly, everyone who enters and leaves the building are requested to use the hand gel provided to limit opportunities of spreading the current pandemic influenza strain. Staff are vigilant about keeping their rooms safe and record and review the risk assessment regularly.

Recommendations made at the last inspection have been responded to effectively so that the provision for children's health, safety and attainment has greatly improved. There is an ongoing system in place in the form of an action plan which identifies areas for further development of the provision. All staff contribute to this as a result of the managers being responsive to their thoughts and ideas on an informal, daily basis and more formally through meetings of various kinds. As a result, there is a clear vision for the future. Parental questionnaires have been recently used as another way of getting parents views on the quality of the provision. Staff are well-supported to take up any appropriate training that is on offer and make the best use of local authority advisory staff. Parents are at ease with staff and share information about their children with them through daily chats as well as enjoying attending open events. They receive some useful written information about the provision when they first start and regular newsletters about the nursery as a whole as well as ones for their individual child's room each room keep them fully informed about what is going on. Staff work hard to establish effective information sharing systems with other providers who are involved with the children. For example, they communicate through parents who bring their children for wraparound care after attending nursery class so that essential information is passed on to teachers at the school. Some reception class teachers have visited the nursery to help ease the transition to school and the staff are currently working on increasing the quality of the information sharing. Additionally, children benefit from the close working relationships the nursery has with the nearby children's centre, its advisory teacher and other professionals who are based there.

The quality and standards of the early years provision

Children are cared for by a committed staff team who work hard to provide them with a comfortable, safe and stimulating environment which meets all their welfare and learning needs. Children learn to keep safe as a result of consistent staff prompting as they go about their play and take part in routines. They also learn

about keeping themselves safe outdoors through activities such as painting traffic lights. A range of security measures are in place which help protect children's health and safety such as regular fire drills, safety equipment and environmental health inspections. Children enjoy nourishing meals and snacks that are prepared daily from mostly fresh, seasonal ingredients. They are encouraged to develop good personal hygiene habits and are gradually learning why this is important. They are able to play outdoors everyday and get plenty of fresh air and exercise because they have a covered area immediately adjacent to the building. However, there is not yet a free flow system between indoors and outdoors which would be of great benefit to those children who learn better outdoors.

Children can access a wide range of toys and equipment freely and because staff have included the older children in designing the different learning zones they are attracted to use them regularly. If some children are reluctant to take part in some play areas, staff are quick to remedy this by making use of their individual interests. For example, a child was encouraged to take part in messy play by staff recognising his interest in making pancakes at home so they set up a tuff spot with batter-making ingredients which he thoroughly enjoyed using with a group of other children. This kind of practice makes sure that every child makes progress in each area of learning. The assessment systems that are in place help to identify children's next steps but these are often more related to the extension of activities rather than the development steps towards the early learning goals which may have some impact on children making very rapid progress. Although some children speak languages other than English at home, they all speak English. Generally, all children's backgrounds are recognised and valued but on rare occasions, the best use is not always made of them to ensure every child develops the highest self-esteem and that all children benefit from this in their learning and understanding about each other and the wider world.

Babies are well-cared for both physically and emotionally. Recent equipment purchases have extended the play opportunities for older babies and staff have acted on information from research, for example, by creating a monochrome area where all the resources are black and/or white to help the youngest babies' sight development. Pre-school aged children's language and numeracy skills are reinforced well at circle time when they, for example, talk about what letters their names begin with, what day comes after or before another and have opportunities to and do recognise numerals well beyond 10. Children are encouraged to be imaginative in ways such as staff agreeing to call a child the name of one of his favourite film characters for as long as he wanted them to. The computer is always available so that children can access it freely to gain skills in how to use it and practice them with a variety of programmes that support their learning in most areas. On the whole, children behave well and respond to staff acting as good role models and gently prompting them about remembering to use their manners. Overall, children are developing the habits and behaviour appropriate to good learners, their own needs, and those of others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met