



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 253695

DfES Number: 510992

INSPECTION DETAILS

Inspection Date 19/04/2004
Inspector Name Beverly Kemp-Russell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Papermoon Day Nursery
Setting Address Papermoon Day Nursery
 Jasmin Road
 Lincoln
 Lincolnshire
 LN6 0QQ

REGISTERED PROVIDER DETAILS

Name Mr Nicholas Keith Mayfield

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Papermoon Day Nursery opened in 1992. It operates from a unit on the Birchwood estate in Lincoln. There are three group rooms, a central play area, a kitchen, toilets and an enclosed outdoor play area. The nursery serves the local area.

The nursery is registered to care for no more than 50 children under 6 years; of these, not more than 15 may be under 2 years at any one time. There are currently 85 children from 6 weeks to 5 years on roll. This includes 15 funded three year olds and 11 funded four year olds. Children attend for a variety of sessions. The setting supports two children with special needs.

The group opens five days a week, excluding bank holidays, all year round. Sessions are from 08.00 until 18.00 hours.

Nine full time and nine part time staff work with the children. Nine have early years qualifications. The group receives support from the Early Years Development and Childcare Partnership (EYDCP).

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Papermoon Day Nursery provides good quality nursery education where children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Planning provides a suitable framework to help children make progress but the use of planning does not ensure children's achievements and progress are clearly identified and challenge for more able children is not included. Assessment records show progress but not along the stepping stones. The key strengths in personal, social and emotional development are due to the staff skilfully fostering children's independence skills. Children are confident and are developing an awareness of their own needs, views and feelings. Children's behaviour is generally good and staff are consistent in their approach to managing children's behaviour. Physical development activities are planned and staff use space effectively. Children with special needs are included and supported.

Children have access to a good range of toys and equipment. The staff provide suitable activities on a day to day basis but there are few opportunities for children to use their imagination and free expression during art and craft activities. Knowledge and understanding of the world is generally good. Activities are effective in teaching children to look closely at the natural world and children access information and communication technology on a daily basis.

Leadership and management is generally good. The staff team work effectively together to ensure the smooth running of the sessions. Staff build good relationships with children. Staff are committed to improving care and education for all children.

The partnership with parents is generally good. Staff regularly share information with parents about their child's progress and a key worker system supports this. Parents receive good information about the nursery.

What is being done well?

- A good partnership with parents and carers is fostered through effective verbal and written communication. The key worker system supports this.
- The staff team work effectively to ensure the smooth running of the sessions.
- Staff build good relationships with children. Children are confident and are developing an awareness of their own needs, views and feelings.
- Staff are consistent in their approach to reinforcing positive behaviour. In response children's behaviour is generally good.

What needs to be improved?

- assessment records to show children's progress along the stepping stones and to inform future planning to ensure progress towards the Early Learning Goals is identified;
- opportunities for children to use their imagination and free expression during art and craft activities;
- challenges set for more able children to extend their learning and ensure interest and motivation is retained.

What has improved since the last inspection?

The setting have made generally good progress since the last inspection. The four key issues from the last inspection 02/08/2000 have been addressed. Assessment records are no longer duplicated but don't show progress along the stepping stones. Parents have the opportunity to discuss children's progress verbally each session or at parents evenings. The programme for knowledge and understanding of the world has improved by children having daily access to information, communication technology. Children explore the outside world by regular nature walks. Religious festivals are celebrated and children are encouraged to speak about their experiences during circle time. Large body skills are encouraged by the purchase of climbing frames and outdoor toys. Children are encouraged to do a creative activity each day and children have opportunities to use a range of materials, suitable tools and resources. However, there are limited opportunities for children to use their imagination and free expression during art and craft activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and motivated to learn, they select resources and activities independently. Children show care and concern for others and are developing an awareness of their own needs, views and feelings. They respond to significant experiences with a range of feelings when looking at how things grow. Further challenge to be provided for more able children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Interaction between staff and children encourages the development of communication skills. Children are developing confidence in their ability to use words to communicate. They are linking sounds and letters when talking with staff during activities such as story and discussion time. Children use speech to organise and explore real experiences, ideas and feelings during lunch time. Further challenge to be provided for more able children.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in using correct mathematical language in a variety of situations. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities, recognising and counting reliably, numbers 1 to 10. Further challenge to be provided for more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Activities are effective in teaching children to look closely at the natural world. These include looking closely at similarities, differences and patterns of change. Children are making independent choices in their exploration, experimentation and investigation of the world around them. Children access every day technology and information and communication technology on a daily basis.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's small hand skills and whole body movements are developed through effective use of a wide range of equipment and apparatus. Children move confidently and in safety. Children access and use a good range of equipment in both outdoor play areas providing purposeful opportunities. Further challenge to be provided for more able children.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Opportunities are provided for children to use a range of media to explore colour, shape and texture. They draw on first hand experiences when engaging in role-play activities in the home corner. Children respond in a variety of ways and show interest in what they see, hear, smell, touch, taste and feel when making play dough. However, there are limited opportunities for children to use their imagination and free expression during art and craft activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key issues;
- assessment records to show children's progress along the stepping stones and to inform future planning to ensure progress towards the Early Learning Goals is identified;
- opportunities for children to use their imagination and free expression during art and craft activities;
- challenges set for more able children to extend their learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.