



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 509249

DfES Number:

### INSPECTION DETAILS

Inspection Date	04/11/2003
Inspector Name	Helen Clark

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Papermoon Day Nursery
Setting Address	The Clock Tower Compton Acres West Bridgford Nottingham NG2 7PA

### REGISTERED PROVIDER DETAILS

Name	Paper Moon Nurseries (Compton Acres) Ltd 3964675
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### ORGANISATION DETAILS

Name	Paper Moon Nurseries (Compton Acres) Ltd
Address	Compton Acres West Bridgford Nottingham Nottinghamshire NG2 7PA

## 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 1990. It operates from purpose built premises, situated in the Compton Acres area of West Bridgford on the outskirts of Nottingham. The nursery serves the local and surrounding area.

There are currently 105 children on roll. This includes 25 funded 3-year-olds and 17 funded 4-year-olds. Children attend a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language.

The group open five days a week all year round. Sessions are from 08:00 until 18:00.

There are 20 staff who work with the children. Over half have the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a recognised early years qualification. The setting receives support from the Nottinghamshire Early Years Development and Childcare Partnership. The setting is also a member of the National Day Nurseries Association.

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

### How effective is the nursery education?

Papermoon Day Nursery offers good nursery education where children are making generally good progress towards the early learning goals.

Teaching is generally good. The main strengths in personal, social and emotional development are due to staff carefully encouraging children to be independent and developing their self-esteem. Behaviour management is good and children are encouraged to find solutions to their problems with careful guidance. Planning and assessment are generally good and cover the six areas of learning, however, the current system in place for recording children's development is not sufficiently linked to the stepping stones for the youngest children in the group. Resources are generally well used particularly with the 4-year-olds. There is a good system in place to support children with special educational needs and English as an additional language.

Leadership and management is very good. The setting now benefits from clear leadership and good team work from staff. The setting is committed to the improvement of care and education of all children through regular evaluation of the provision as well as staff training and development.

Partnership with parents is generally good. Parents are informed about their child's progress through regular discussion with staff, topic books and the many displays of photographs and children's work. Information is provided about the settings policies and procedures but limited information is provided about the stepping stones and early learning goals.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are very confident and motivated to learn.
- Children's behaviour is good and managed well. The nursery staff carefully explain the reasons why behaviour is unacceptable and help children find their own solutions to problems.
- Children's mathematical development is good. They use mathematical language appropriately and try and solve their own mathematical problems.
- The setting now benefits from strong and committed leadership. Staff have regular access to training opportunities to update their knowledge and skills.

### What needs to be improved?

- the systems for recording children's progress

- the variety of music tapes and instruments available to the children
- the opportunities for regular access to programmable toys
- the information provided to parents.

#### **What has improved since the last inspection?**

The setting has made generally good progress since the last inspection. The new manager has completed a training audit of the nursery staff to help identify significant training needs. All staff now have a training plan and many have accessed additional training to update their skills and knowledge.

The development of a manageable planning and assessment system has been a slow process and although there is now effective planning which covers the six areas of learning, the assessment records are still not effective for all children.

Additional equipment has been purchased to provide children with more opportunity to join, fix and balance. Children make good use of this additional equipment which has helped them develop many new skills. A selection of resources that reflect diversity have also been purchased. This develops children's sense of community and supports topic work about other cultures and beliefs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's independence is developing well. Children help set the table and pour drinks. They independently select resources to extend their play. They show confidence within the setting particularly the 4-year-olds who know the nursery routine well. Children are well behaved they show concern for others and are beginning to understand right from wrong.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's early reading skills are developing well. The 4-year-olds recognise many words that are familiar to them, however, there is limited text displayed for the 3-year-olds to see particularly in role play. Most children are able to hold a pencil correctly and many children are able to write their own name and other recognisable letters. Children speak well and clearly, they contribute confidently to group discussion and most 4-year-olds listen carefully to others.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use mathematical language confidently. They use language to describe and compare shape and solve their own mathematical problems by estimating and predicting. Most children recognise numerals up to ten and count beyond. Some 4-year-olds show a developing understanding of addition and subtraction and have an interest in solving number problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing a good sense of time and place. They make good use of the calendar at group times and regularly talk about past events. Visits to the park help them learn about their environment. They notice change in the weather and seasons through regular discussion and topic work. Children have limited access to programmable toys. Children learn about other cultures through regular discussion, resources and planned topics.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children manipulate materials well as they construct with bricks and Lego. They use simple tools and equipment safely and for their correct purpose. They are developing control of their bodies as they make good use of equipment to practice new and existing skills. They persevere in repeating actions such as jumping into hoops until they have achieved their goal. Children are beginning to recognise the importance of keeping healthy and the things that contribute to this.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination well in role play, art and music. The children have regular access to instruments and listen to music tapes regularly, however, the variety is limited. Children explore with colour and texture and use a variety of resources to create two and three dimensional structures. Children respond well to experiences and are able to express their ideas freely.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- develop a more effective system for recording children's progress towards the early learning goals and share this regularly with parents
- provide more opportunity for children to have regular access to programmable toys and equipment
- provide more detailed information to parents about the stepping stones and early learning goals.

*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.*