



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254627

DfES Number: 512404

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Anne Walker

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Papermoon Day Nursery
Setting Address Faraday Road
Lenton
Nottingham
Nottinghamshire
NG7 2DU

REGISTERED PROVIDER DETAILS

Name Papermoon Nurseries Ltd 3964675

ORGANISATION DETAILS

Name Papermoon Nurseries Ltd
Address 1A Bonington Road
Mapperley
Nottingham
NG3 5JR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 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 46 children from 0-8 years on roll. This includes 7 funded 3-year-olds and 10 funded 4-year-olds. Children attend for a variety of sessions and days. A small number of children attend the after school care provision and join the 3-5 year olds. There are no children attending who have special needs 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 10 full-time staff who work with the children. All the staff have early years qualifications to NVQ level 3.

How good is the Day Care?

Papermoon Day Nursery provides good care for children. All the staff who look after children hold relevant childcare qualifications. Most have worked at the nursery for some time and are deployed effectively, offering children good consistency of care. Managers provide training opportunities for them, to ensure they keep up to date in their practice and develop new skills. The building is bright, attractive and well maintained. Children are cared for in rooms according to their age and stage of development but there are frequent opportunities for older and younger children to meet. This provides a family atmosphere. Most policies and procedures are in place, however some do not contain all the aspects they should, in order that staff and parents are clearly informed.

Staff maintain good supervision of children while they play and rest and understand how to provide a safe environment. Good standards of hygiene are promoted

throughout the nursery. The staff have a sound knowledge of the children in their care and use this effectively to meet children's needs. For example; babies' individual feed and sleep patterns are followed. Whilst most accident records are shared and signed by parents straightaway there are occasions where this has not occurred.

A range of purposeful activities are planned, which children happily participate in. They have good opportunities to make choices. There is a balanced day with active play as well as quieter play and opportunities to rest. Staff engage with children in an enthusiastic manner. They are consistent and calm in their management consequently children are well behaved and happy.

Parents and staff have friendly working relationships. Information is exchanged verbally on a daily basis whilst comprehensive written information is given for younger children. Parents receive a prospectus before they place their child and information on notice boards is helpful.

What has improved since the last inspection?

At the last inspection, the nursery agreed to address several actions relating to policies and procedures. They have developed a child protection procedure and this is shared with parents. However, it does not include a procedure to be followed if an allegation is made against a member of staff or volunteer. Their complaints policy still does not give parents and staff details of the regulator and how they can be contacted. These remain to be addressed so that parents and staff are fully informed and can ensure children's welfare is promoted effectively in all circumstances. Other policies and procedures have been developed appropriately to improve staff's care of children and information sharing with parents. These are policies for: sick children, equal opportunities, behaviour management, parental consent to give medication and keeping records of what has been administered.

They also agreed to ensure that children could play safely outdoors with regard to a broken shed. This has been replaced and no longer poses a hazard to children. Children now have a safe outdoor environment in which to play.

What is being done well?

- Additional play materials are available to children in storage units and shelving that is well organised and easy for them to reach. Older children are actively encouraged to make choices in their play and learning and use their initiative.
- The nursery is clean and bright and staff in all areas of the nursery follow established cleaning and hygiene routines well. These are efficiently carried out and do not interrupt children's activities. Staff foster older children's understanding of good hygiene and self care through daily routines and planned topic work.
- The emergency evacuation procedures are understood and staff are able to carry out their responsibilities well. During an unplanned drill children were

quickly and effectively evacuated.

- Procedures for behaviour management are consistently implemented by the staff. Good behaviour is valued and encouraged. The children are given some control over their environment e.g. choosing their play, which helps them feel valued and empowered. Inappropriate behaviour is dealt with calmly and sensitively according to children's level of maturity and understanding.

What needs to be improved?

- the operational procedures for outings
- the procedures for completing the accident book and arrangements for sharing accident records with parents
- the policy for child protection.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Develop the operational procedures for outings so that they are specific to the setting. Include the collection of children from school and give clear advice and direction to staff.
7	Ensure that records of accidents occurring at the nursery are always signed by a parent on the day they occur.
13	Ensure that the child protection statement includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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 overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, and for communication, language and literacy are particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff promote children's confidence and self esteem well. They plan activities and organise resources effectively so that children are active participants in their learning environment. Staff listen and respond to children's ideas and have an awareness of child led learning. At times staff do not reflect on how well children were accessing the wider range of activities and how they could influence this.

The planning of activities is generally well balanced except in the areas of music, media and materials. A limited variety is regularly presented in the same way. Children are offered other media as adult led activities but this limits their opportunities to practice and consolidate their learning.

Staff assess children's learning. They evaluate activities, make good observations and keep careful records which demonstrates progress and helps plan future learning. Systems are in place to support children with special educational needs.

The leadership and management of the nursery is generally good. Managers ensure that staff have access to training. There are good resources to assist staff in delivering the curriculum. The manager spends time with the children and has good opportunities to observe what is being delivered. Aspects of management knowledge could be improved to ensure a more rigorous system, to monitor and evaluate the quality of teaching.

The partnership with parents is generally good. Parents spend time talking informally with staff and have access to development records. Parents are not yet fully involved by the nursery in their child's learning.

What is being done well?

- Staff have good relationships with children and create a happy, positive learning environment. The children are confident and interested in taking part in activities.
- Children are developing good language skills. They use language to express ideas and ask questions in their role play and games and in developing their relationships with their peers and carers.

- The children enjoy books and use them independently. They listen well, engage actively in group story time and show understanding of elements of stories such as main characters and sequence of events. Older children recreate favourite stories in their role play.
- Children show curiosity about the world around them. They observe and comment on changes they see and ask relevant questions about living things and changes they observe.

What needs to be improved?

- the regularity of opportunities for all children to explore music and a wider range of media and materials
- the attention given to developing 4-year-olds awareness of simple calculation
- the partnership with parents so that they have increased opportunities to share what they know about their children and are more involved in their child's learning. Develop ways to use the information when planning for children's future learning.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have introduced several measures to improve planning to ensure clearer learning objectives and to set appropriate challenges for 4-year-old children in early reading skills. These were key issues raised at the last inspection.

An important factor in the improvement of clearer learning objectives has been the introduction of focused activities. Objectives set reflect the stepping stones and are varied to cover the six areas of learning. These activities are evaluated and are recorded effectively by staff to show what the children have learnt and if there are any children who need more practice to achieve the objective. They are continuing to develop ways to ensure this information is fully incorporated in future planning. There is also quick reference information within their working environment for staff to refer to. This is especially helpful for less experienced workers.

Planning has also been improved to ensure that there are daily opportunities for older children to recognise alphabet letters and know their sounds to develop their pre-reading skills. Staff make good use of daily routines to help children practice these skills. There is a good range of books and staff offer children time individually for story reading. Their development records identify where children are in the stepping stones with regard to pre-reading skills. Staff regularly reflect on their practice to ensure they use the knowledge gained to set appropriate future targets for children. Staff have and continue to attend relevant training to improve their knowledge of curriculum delivery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are confident and contribute ideas and feelings in group situations. They listen and take account of others in discussions and respond sensitively. Children form good relationships with their peers and carers. They understand how to get along with each other and can negotiate taking turns, sharing and cooperative play, often without adult intervention. Children are developing good levels of self care and take pride in their achievements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good language skills, using talk in all areas of their nursery life. They enjoy a wide variety of books, both stories and information. In group situations they respond to questions and can suggest outcomes demonstrating awareness of story construction. Older children know the sounds of letters of the alphabet and recognise the initial letter sounds of familiar words. All children are keen mark makers and attempt writing for a variety of purposes, such as taking orders in the café.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise and count numbers to ten. Older children can count beyond this. They refer to numbers significant to them, such as their age and know what number will come next. Children do not always access maths activities and older children are not sufficiently challenged to develop an understanding of simple number calculation. Construction materials are well used and children concentrate well to build models. They enjoy creating patterns with shapes and comment on what they observe.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children are keen observers of the world around them. They notice and comment on changes, for example during their discussion about the changing weather during the day. They observe and ask questions, for example about the workmen cleaning the street lights, which they noticed while playing outside. They use technology such as computers and cameras competently. They are interested in designing and making things but are not given a range of materials to learn about joining and assembling.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

When using the climbing frames children were able to climb, swing and negotiate space when scrambling through holes. As they run they have an awareness of others and are able to move safely, avoiding collisions. They do not always make the best use of equipment available to practice their skills but do enjoy being physically active. They handle a range of tools, such as brushes, scissors and pencils, with increasing control and demonstrate persistence at mastering these skills.

CREATIVE DEVELOPMENT

Judgement: Generally Good

The children use the imaginative resources well. They also develop their own ideas, such as acting out a favourite story. Older children are able to work cooperatively with their peers in order to act out a story or when engaged in construction activities and small world play in order to develop their imaginative ideas. They do not have sufficient opportunities to experience a wide range of media and music.

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

- increase the regularity of opportunities for all children to explore music and a wider range of media and materials
- improve opportunities for 4-year-olds to develop understanding of simple calculation
- develop the partnership with parents so that they have increased opportunities to share what they know about their children and are more involved in their child's learning. Develop ways to use the information when planning for children's future 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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.