

Paper Moon Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Paper Moon day Nursery was registered in 2010. It is one of several settings owned by a private provider and operates from a purpose built provision in Forest Town, near to Mansfield, Nottinghamshire. The setting has three main areas where children are cared for in groups appropriate to their age and level of ability. Car parking facilities are available on site and children attend from the local community and surrounding areas.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. They are registered to provide full day care for a maximum of 108 children under the age of eight. There are currently 104 children on the register. Children attend a variety of sessions each week depending on the individual requirements of each family. The setting is open from 07.30am to 6.30pm each weekday throughout the year, closing for public holidays and for a week at Christmas.

Thirteen staff work directly with the children and of these 11 hold relevant childcare qualifications. There is also a cook and a cleaner. The setting is the designated nursery for the local Children's Centre and they receive support from the local authority development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff value and recognise the uniqueness of each child that attends. Children are happy and settled within a well organised and welcoming environment. Partnerships with parents are establishing well to ensure children's welfare needs are consistently met and partnerships with other providers and professionals are also established to ensure consistency and coherence in children's care and learning. Detailed and comprehensive documentation is securely in place, to ensure children are well safeguarded. Management and staff constantly evaluate the provision and there is a very clear vision to move the setting forward and maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- further develop staff knowledge and skills with regard to the provision of more sensory and creative activities within the baby area that are age appropriate
- develop further the information shared with parents about what children have been doing on a daily basis, with regard to providing them with more detail of their children's learning within the daily diaries.

The effectiveness of leadership and management of the early years provision

A detailed, comprehensive and effective safeguarding policy and procedure is in place and is understood by all staff. This is shared with parents and highlights the settings role and responsibilities around safeguarding all the children in their care. Detailed and effective risk assessments for the premises, outdoor area and outings are undertaken and reviewed to ensure any identified hazards are minimised, including accidents within the setting. Children's safety within the nursery is paramount and highly effective measures are in place to ensure all children are kept safe. For example, the main door into the nursery is fitted with fingerprint detectors. This ensures children cannot leave unattended and that visitors cannot gain access without the staff knowledge. All visitors are required to sign in and out of the nursery. Children's safety is further enhanced as staff have a well written emergency evacuation plan, which is practiced with the children on a regular basis and recorded. This also enables children to learn how to stay safe in an emergency. Equality and diversity is actively promoted throughout the setting as staff take account of the individual needs of each child and their parents. The development and progress made by the majority of children from their starting points is good.

Children's health and welfare are well promoted. They are provided with a healthy balanced diet by meals which are all cooked on site. Children have regular access to drinks throughout the day and older children are able to help themselves to fresh drinking water. Children are well cared for if they fall ill whilst at the setting and staff hold valid first aid certificates. A policy and procedure for sick children is also in place. Prior written parental permission is obtained for staff to administer any medication to children. All administered medication is appropriately recorded and signed by parents, as acknowledgement of being informed. Prior written parental permission is obtained for staff to seek any necessary emergency medical advice and/or treatment. Children follow good hygiene routines with regard to hand washing before eating and after using the toilet. Sleeping facilities are provided for babies and any young children who may require a sleep. Cots are provided and all babies and children have their own linen which is washed after use. Parents' wishes are adhered to with regard to where their child sleeps, either a cot, a sleep mat or a pushchair, and for how long. Sleeping children are monitored by staff and they record this.

Management and staff have implemented a self-evaluation system. They regularly discuss the effectiveness of their practice and make ongoing improvements to ensure all children's and parents' needs are consistently met. A suggestion box is located within the nursery reception for parents and staff welcome parents' views on the provision and their ideas and suggestions for further developments. Most staff have good knowledge and understanding of the Early Years Foundation Stage and they regularly monitor children's development through all the areas of learning. However, some staff lack skills in providing babies and young children with age appropriate sensory and creative play activities. Plans of activities are completed as a result of prior observations made by children's key workers. They

clearly show children's interests and the next steps in their learning, ensuring children make good progress. Clear routines are implemented for all children. For example, snack and meal times. Outdoor play is also planned and staff do take indoor activities outdoors. However, children are currently unable to free flow between the indoor and outdoor space. This deters from children making choices and preferences of where they would rather be. Management are aware of this and are working with the owners in order to address this in the near future.

Partnerships with parents are effective and staff are proactive in acting upon parents suggestions and ideas. Parents are kept informed of their child's day within the setting and staff exchange information with parents at the start and end of each day. Each child has a daily diary which is completed by staff and informs parents of what the children have eaten, any sleep times and nappy changes. However, although they also include brief notes on the activities children have been doing, they do not give sufficient information to parents about what the child has learnt through these. Termly newsletters are provided for parents about forthcoming events and activities that children will be undertaking. This enables parents to extend children's learning at home. Partnerships with other providers and childcare professionals are developing effectively to ensure progression and continuity of care for all children. Staff are motivated and committed to ensure they continue to develop these links with future providers, where some children may attend. Staff and manager meet regularly with other professionals who may be involved in children's welfare needs. Overall the setting has good partnerships, to ensure consistent and high quality care for all children that attend.

The quality and standards of the early years provision and outcomes for children

Children are very happy and settled in the well organised environment and they are making generally good progress in their learning and development. Staff are enthusiastic and motivated and most staff fully interact with the children, making learning fun and challenging. This is less evident in the baby room. Staff are attentive warm and caring towards the children, especially new children and those on settling in visits. Helping them to feel safe and secure. The environment is extremely well organised. Children are separated into three age groups, which ensures they have the space and resources that are suitable to their ages and abilities. All children are able to self select activities. However, children are currently unable to freely choose between indoor or outdoor play as this planned into the daily routine and free flow play has not yet been implemented. There is a good balance of adult-led and child-initiated play. Staff, generally plan effective activities which cover all the areas of learning. They make regular spontaneous and focussed observations and complete development records for each child. They then use these to help them plan the next steps in children's learning, to ensure progression is suitable and challenging for all ages. Children's own interests and ideas are also taken into account. Children's development in all six areas of learning is promoted well. They have regular access to activities and toys which encourage and develop skills, such as problem solving and communication. For example, sorting shapes for the shape sorter, looking at books, both individually and as a group. Toddlers and older children participate in a wide range of craft and

creative activities such as painting, collage and malleable play. However, this is less so within the baby room. Staff allow and positively encourage the children to be creative in their own way. Through activities such as role play children have many opportunities to use writing for a purpose. For example, they have appointment books when playing hairdressers or pet shops and menus when playing cafes. Free mark-making activities are constantly available with a good range of suitable resources.

Children have very clear boundaries as a secure behaviour management policy is in place, which all staff know and follow. Children are given lots of praise and any inappropriate behaviour is dealt with in a sensitive, positive way, as staff reason with children and use explanation that each individual child can understand. The children are cooperative and play well together, forming strong relationships with each other.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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