

Papermoon Day Nursery

Inspection report for early years provision

Unique reference number EY293319
Inspection date 09/02/2011
Inspector Diana Pidgeon

Setting address Mansfield Road, Sutton-in-Ashfield, Nottinghamshire, NG17
4HW

Telephone number 01623440011

Email

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*.

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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

Papermoon Day Nursery opened in 2005. It is one of seven nurseries privately owned by the provider. It operates from purpose built premises in the Sutton-in-Ashfield area of Nottinghamshire. The nursery is open each weekday from 7am to 6.30pm for 51 weeks of the year, closing only for Christmas week and all main bank holidays. Children are cared for in individual group areas according to their age and developmental stage. They have access to enclosed outdoor play areas that are adjacent to the building. The premises are accessible for people with limited mobility. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of the two-year-old pilot scheme run through Sure Start and is in receipt of funding for the provision of free early education for children aged three and four years. A maximum of 134 children may attend the nursery at any one time. There are currently 186 children from eight weeks to five years on roll. The nursery currently supports a number of children with learning difficulties and disabilities and those who speak English as an additional language. There are 33 members of staff of whom 31 hold appropriate early years qualifications and two are undertaking training. The nursery is a member of the National Day Nurseries Association and receives support from Nottinghamshire Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment where children are happy and make good progress in their learning and development. Staff treat every child as an individual by ensuring their needs are known and met. Highly effective partnerships with parents ensure they are fully involved in the nursery and their child's learning. Leaders and managers use reflective practice efficiently to drive the nursery forward and demonstrate a clear capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- monitor the indoor environment to maximise children's opportunities for learning, with reference to the organisation and presentation of resources in some rooms
- review the procedures for hand washing to minimise the risk of the spread of infection, with reference to the use of a bowl of shared water.

The effectiveness of leadership and management of the early years provision

The success of the nursery is clearly attributable to the dedication of the staff and commitment of leaders and managers to ensure all children achieve as well as they

can and that their individual care needs are met. Arrangements to safeguard children are secure because all staff understand how to implement the relevant procedures and senior staff know how to refer any concerns in an appropriate way. Safety is given high priority and staff undertake risk assessments and daily checks to ensure potential hazards in all areas and activities are reduced. The nursery has a fingerprint recognition entry system, which means only those authorised to collect children can gain entry to the premises. Staff implement good hygiene procedures, for example, when changing nappies and serving food. They encourage children to wash their hands before eating. However, the practice of using a shared bowl of water and towel in one of the rooms does not fully protect children from the risk of cross-infection.

Staff know the children well and treat them as individuals. They ensure activities are adapted to offer the right level of challenge to keep everyone motivated and engaged. They make the most of opportunities to help children understand the society they live in and to appreciate cultures other than their own. Effective support is provided for children at the early stage in learning English and for those with special educational needs, so that they fully benefit from the activities provided. The staff take pride in the presentation of their rooms and work hard to ensure children are always excited by what they find. In all areas children can move around freely and choose what they wish to play with. Self-selection is well-established in the pre-school room, where children are highly independent. However, drawer units in one of the rooms are not well organised and contain a mix of resources, which is less effective in encouraging children to select for themselves. Staff value children's work and displays are generally child-led, although some opportunities are missed to put these at children's height. Children feel settled because they have a consistent group of staff working with them. The nursery establishes highly positive relationships with all groups of parents and carers and works imaginatively to ensure they are well informed and fully involved with every level of decision making about matters that affect their children. Open days for parents have been extended to reach out to male carers and grandparents so that everyone feels welcome. Parents report that they feel very well informed about all aspects of the nursery and the progress their children make. Parents are fully involved in many social events, fundraising and outings as well as supporting children's learning through initiatives such as 'Benji Bear' and caring for the nursery pets during holidays. The nursery works closely with other professionals to support individual children and is developing the partnerships with schools that children move to, in order to aid smooth transitions.

The nursery is developing good systems to constantly reflect upon what they do and identify how improvements can be made. Since the last inspection the staff have evaluated the provision at group times and made significant improvements that ensure these are now well-matched to each child's age and understanding. The outdoor areas have been enhanced and now provide valuable additional learning opportunities for all age groups. The nursery involves all staff in seeking improvements and ensures that professional development is given high priority. Overall, this demonstrates a good capacity for ongoing improvement.

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

Children in the nursery are happy, confident and settled. They have good relationships with the adults caring for them and they understand the routines of the day, which helps them to feel secure. Staff plan a good balance of freely chosen and adult-led activities both indoors and outdoors. This allows children to access a wide variety of play opportunities through which they learn. Group times help children with specific areas of their development and these are well-matched to children's ages and abilities. For example, story boxes based around a favourite children's character with puppets and props ensure toddlers really get involved in story telling. Babies begin to join in with actions as staff sing with them and older children count, attempt to write their names on wipe-clean boards and blend sounds as they learn some early reading skills. Staff provide lots of exploratory activities that children really enjoy. For example, children are fascinated by some plastic creatures in a swamp and older children recall making pizzas as they play with dough. Children create freely and their independent work is valued. Young children enjoy painting using their hands and one child describes her picture as 'sparkles on pretty glue'. Children benefit from lots of opportunities to learn about the natural world and older children talk about how they have cared for the baby snails since they were born. Children grow produce throughout the year and talk about the cress they have recently harvested.

Staff support children's learning effectively as they have a clear understanding of what children need to learn next based on regular observations and assessments. They start from children's interests when planning activities and the success of this approach is seen by the children's high levels of involvement. Babies receive an individualised approach to their care that takes full account of their own routines. For example, they rest when they are tired and are cuddled as they are fed. All children go outdoors daily into any one of three separate areas and staff are developing the curriculum in this area. Challenging play equipment helps children to extend their physical skills and shelters enable even the youngest children to benefit from playing in the fresh air. Children are learning the importance of being active and also having drinks once they come indoors. They enjoy a range of healthy foods and through discussions at meal times and in tasting sessions they start to recognise foods that are good for them. All children benefit from sociable mealtime routines where independence is encouraged. Preschool children particularly enjoy being the dinner monitor and taking responsibility for serving food to their friends. Staff are generally skilled at promoting children's good behaviour and use appropriate reward schemes and sticker charts to reinforce when they do well. Children learn about the needs of others through sensitive discussions and themes that introduce them to cultures other than their own. For example, children in the preschool room talk about Chinese script as they look at a newspaper brought in as part of the Chinese New Year theme. Staff welcome parents and visitors in to the nursery to share their knowledge and take children out into the community, for example, to learn how to plant seeds and make pizzas.

From the earliest age children's independence is fostered and they are helped to learn how to keep themselves safe and healthy. Through visits to the nursery and

daily routines children learn about road safety, stranger danger and appropriate cleanliness routines. They have a range of experiences, such as making music, dancing and using technology. They learn to count and use numbers in practical situations and communication is given high priority so that children can express themselves through words and signs. As a result, children develop the skills needed for their future success.

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	1

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

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