

Papillon Nursery School

Inspection report for early years provision

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Inspection date

07/03/2011

Inspector

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Setting address

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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

Papillon Nursery School is privately owned. It opened in 1994 and operates from the owner's private home. Children have access to an enclosed outdoor play area. The nursery is situated in the centre of Tunbridge Wells, Kent. It is open each weekday from 8.45am to 4pm, during school term times only.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 36 children aged from two years, at any one time. There are currently 68 children aged from two years in the early years age group on roll, some in part-time places. The nursery is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children over the age of eight years. The nursery is not currently taking children in the later years age group.

The nursery has a number of children who speak English as an additional language.

There are eight members of staff, seven of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The nursery provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is a focus at the nursery on helping all children to make good progress in their learning and development, and promoting their welfare. Effective procedures and most of the required documentation are in place to support children's continued safety and health. Overall, the strong links with parents help them to be involved in their child's care and learning, and they are kept well informed of their child's achievements. All children are recognised and valued as individuals. There are clear strengths in leadership and management, including plans for further development, demonstrating a good capacity for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the risk assessment record to ensure it covers all areas of the nursery accessed by a child and that it clearly states when it was carried out, by whom and when it was reviewed (Documentation) 21/03/2011

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

- enhance the current monitoring of children's development across the aspects of the areas of learning to regularly show their progress from their starting point and encourage more involvement with parents in supporting their child's next steps
- create opportunities for children to display their free creative art in the setting.

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children. A thorough recruitment process and an emphasis on continued development for staff with ongoing training opportunities, helps ensure the suitability of staff. Effective procedures are in place for identifying any child at risk of harm. The owner recently cascaded down her child protection training to ensure all staff have a good awareness of their responsibilities in safeguarding children. The premises are very safe and secure with staff members carrying out daily checks. However, part of the risk assessment record was unavailable and it was not possible to confirm that the legal requirement of the Early Years Foundation Stage statutory framework was met, as a result a breach occurred. All other required records and documentation was in place including a list of Criminal Records Bureaus checks for all staff to evidence their suitability..

There is a good level of qualified and knowledgeable staff, who work well together, ensuring that all children have the opportunity to achieve. The key persons have a secure awareness of the progress their key children are making and aim to close identified achievement gaps and there are monitoring sheets available to support this, although they are not completed that regularly.

The two classrooms have a wide range of good quality, interesting and accessible resources to support children's progress. Within the available resources and planned activities there are opportunities to help children value diversity and understand the society they live in. For example, children celebrate the Chinese and Iranian New Years and Divali. The staff are aware how using a child's home language their play and learning benefits all children.

The staff regularly evaluate the premises and any actions taken are to improve outcomes for children. As an example of this continuous improvement, they have identified that there are no cosy areas in the rooms where children can be comfortable, such as when they look at books. All staff are involved in the nursery's evaluation and consideration is given to the views of parents. Children's ideas are regularly taken into account in future planning.

The nursery has a highly positive relationship with parents. These well-established relationships help ensure children's individual needs are met. Parents are very happy with the care and support their child receives. They are regularly informed about their child's achievements and well-being. Parents like the involvement they

have in noting children's achievements in the 'Butterfly booklets'. However they are not actively involved in supporting children's identified next steps in their learning. Communication between key persons and other providers delivering the Early Years Foundation Stage framework for particular children takes place regularly. This ensures information is regularly shared and used to enable continuity of learning and care. Partnerships with other agencies and professionals are established to support individual children when necessary.

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

Children settle well at the nursery with a caring staff team, who are very aware of how to support new children. The staff member's good knowledge of the Early Years Foundation Stage framework helps promote children's progress in their learning and development. Their enthusiasm for learning encourages children to become involved in activities or play. The planning and organisation ensures that every child is suitably challenged by the learning experiences provided. Good account is taken of children's interests and ideas in future planning. Activities are based upon thorough observations and planned to meet children's identified next steps. Key persons know their children well, however not all of the supporting documentation is truly effective in showing how well the children are progressing towards the early learning goals.

Children's curiosity is promoted as they grow, cross or explore a number of attractive boxes to discover the items inside. All children have ready access to mark making materials and their attempts or success at name writing are praised equally. There are cheerful themed displays around the room showing some children's work, however any free art or craft tends to go home. The older children have more structured activities that help extend their learning. For example, using good quality musical instrument they follow up a previous music lesson, looking at rhythm. All children enjoy signing and show their awareness of numeracy with various action songs such as Ten in a Bed. Children are encouraged to take responsibility. They make choices about their play, the younger children decide when they want their snack or the older children help lay the table for their snack. They make good overall progress in developing the skills they need in order to secure future learning.

Children are secure and very aware of the routines, developing a sense of belonging. They know what is expected of them and demonstrate a clear understanding of how to stay safe. For example, they practise regular fire drills. The layout of the nursery means that free flow to the garden is not possible, however children have good opportunities for outdoor play throughout the day. The nursery has plans to redevelop the garden to create a sensory area and children already enjoy planting experiences. Children engage in a wide range of physical activities, both indoors and out, enabling a growing awareness about the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy healthy snacks such as toast, fruit or rice cakes and have easy access to drinking water.

Children working well independently as well as cooperating with their peers. They willingly help tidy up or pour a jug of water for the snack table. Children gain a good understanding of diversity as they engage in activities and experiences to help support this. Their behaviour is very good.

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

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

Met