

# Papermoon Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY272011

**Inspection date**

12/12/2011

**Inspector**

Anne Barnsley

**Setting address**

104 Boutham Park Road, Lincoln, Lincolnshire, LN6 7TH

**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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**

Papermoon Day Nursery is one of seven nurseries run by Papermoon Day Nurseries Ltd. It opened in 2004 and operates from converted property in a residential area near to Lincoln city centre. The premises has three main rooms where children are grouped according to their ages, and all have adjacent toilet or changing facilities. There is a secure outdoor play area.

A maximum of 33 children may attend the nursery at any one time and it is open each weekday from 8am to 6pm for 51 weeks in the year. There are currently 53 children aged between birth and five years on roll, some of whom receive funding for early education. The nursery is able to support children who have special educational needs and/or disabilities.

Eleven staff work with the children and hold appropriate early years qualifications. Two staff members are currently upgrading their qualifications to level 3. The nursery is a member of the National Day Nurseries Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is a very warm and inclusive setting. Partnerships are excellent and children are fully valued as unique individuals. They make good progress in their learning and are settled and confident. Effective systems and guidance ensure children's safety and welfare. Self-evaluation is reflective and accurately targets priorities for future improvements.

## **What steps need to be taken to improve provision further?**

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

- ensure that all children develop their understanding of hygiene routines, with specific reference to hand washing routines for babies before handling food.

## **The effectiveness of leadership and management of the early years provision**

This is a strong staff team who promote children's safety well. They have a good understanding of safeguarding and are fully conversant with their duty to protect children and ensure their welfare. All policies and procedures are implemented consistently to ensure that all concerns are prioritised and dealt with effectively. These are always available parents. All new staff and students participate in a robust induction so that they know how the setting is organised and how it prioritises the protection of children. Staff are attentive to the needs of children and provide close supervision. Full risk assessments are in place and daily safety checks are completed to ensure the continued safety of children. Effective safety

measures and security systems are in place and ensure that unauthorised persons have no access to the children. Recruitment procedures are thorough and an effective training programme ensures that staff have the necessary qualifications and skills. All adults who have regular contact with children are appropriately vetted.

The manager has high aspirations for quality through ongoing improvement. She is successful in inspiring the staff team to work towards sustaining ambitious targets, and as a result staff share a vision for the setting and work extremely well as a team to achieve this. They place the promotion of equality of opportunity at the heart of their work and drive their aspirations consistently at all levels. The setting effectively promotes equality and diversity and tackles unfair discrimination. Staff are successful in taking steps to close identified gaps in children's achievements and they all have knowledge of the needs of children who have special educational needs and/or disabilities or speak English as a second language. Self-evaluation is reflective and this supports continuous improvements that staff, children and parents have been involved in developing and taking forward. All recommendations made at the last inspection have been met well. A clear, well-targeted development plan shows how future improvements are likely to further improve the outcomes for children.

Excellent partnership working takes place to ensure that every child receives high levels of support at an early age. The setting is highly committed to working in partnership with others and takes the lead role in establishing effective working relationships. There are extremely well-established channels of communication between all partners involved with individual children and with others in the community, such as the police and the local Sure Start centre. This successfully promotes children's learning, development and welfare and aids their transition when they move on to other settings. Relationships with parents and carers are extremely positive and the well established and highly inclusive procedures fully involve them in decision making on key matters affecting the setting. For example, they have many ways of contributing to their child's observations, which staff add to their own observations to plan for children's next steps. The parents of children for whom English is a second language are extremely well supported and involved by staff. For example, staff send home the photos of their visual timetable so that the parents can talk to their children and help them to understand what the photos mean. This is working very well and enables staff and children to communicate about time and routine so that the children know what to expect and can settle. Parents and carers are very well informed about all aspects of their own child's achievements through daily chats with warm and friendly staff, link books, diaries and parent evenings. They are provided with excellent information and guidance, which enables them to support their child at home across the different areas of learning.

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

Children show a strong sense of security and belonging within the setting. They are confident, settle well and develop good relationships at every level with adults

and their peers. Children take the lead in their play and show high levels of confidence and self-esteem. They make their own choices about how they wish to spend their time and staff use their skills well to interact with children and cover the areas of learning through child-initiated play. All children are valued and engage in a wide range of activities and experiences which help them to value diversity. They are fully occupied and engaged with purposeful play and stimulating learning experiences. They have a good understanding of the expectations of the staff and their daily routine. Children play cooperatively and are helpful and kind to each other. They negotiate with each other to resolve problems and understand the importance of sharing and taking turns. Babies form strong attachments to their staff and enjoy having cuddles and taking toys to show them. They show that they are settled and secure with their environment and routine.

Children are very happy in this setting and are treated with kindness and respect. They enjoy a broad range of activities that have either been planned by staff or initiated through their own choice. The setting is well resourced, both indoors and outdoors, and rooms are set out well so that children can clearly see what is on offer and make informed decisions. Children have daily outdoor play and often go out and about in the local environment, which develops their understanding of the community in addition to promoting their health. Children use books outdoors as well as indoors and mark make with crayons and pencils as well as using other resources, such as rollers and water. They have a playhouse so they can play outdoors in all weathers. In the summer the staff make a canopy and have a gazebo to protect children from the sun. Ongoing plans to continue to develop the outdoor environment will enrich children's learning experiences and enhance what is already on offer. Children are learning to count and to recognise letters and the sounds they make. This is a print-rich environment where children have lots of exposure to writing, letters, numerals and books. They make good use of technology, such as the computer, and babies enjoy push button toys that make sounds.

Children show a good understanding of developing healthy lifestyles and how to care for their own personal needs. A minor weakness has been raised, however, as babies do not currently have their hands washed before handling food. Staff are highly responsive and instantly agree to do this so that babies learn more effectively about routines in addition to promoting hygiene. Children are well nourished as staff fully promote healthy eating in their setting. Meals are home cooked and freshly prepared each day. Parents have excellent information about menus and what their child has eaten. Lots of conversations take place during meal times about which foods are good for them and which are not and children have a good understanding of this. They participate in cooking activities and shopping trips and grow vegetables, which helps them to develop an understanding of the origins of food and how to use it. Children have plenty to drink throughout the day and are provided with healthy supplementary snacks, such as raisins and crackers. Children have good levels of exercise and fresh air each day and also visit parks where they use larger apparatus to develop their large muscles. They develop their awareness of safety well as they learn about road safety and being responsible when out and about. They have visits from the local community police officer who talks to them about being safe and helps

children to feel secure with adults who help us. They learn well through having consistent safety rules in the setting, participating in fire drills and learning to care about their environment, resources and each other. Children know that they are valued, and as a result have established strong bonds of trust with the staff who care for them. Children in this setting make good progress in their learning and are successfully developing the skills they need for their future.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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