

# Papermoon Day Nursery

Inspection report for early years provision

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**Unique reference number** 254627  
**Inspection date** 07/03/2012  
**Inspector** Alison Putnar

**Setting address** Faraday Road, Lenton, Nottingham, Nottinghamshire, NG7  
2DU  
**Telephone number** 0115 9424800  
**Email**  
**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 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. The nursery opens Monday to Friday, 7.30am till 6pm. It is open 51 weeks of the year closing for Christmas and bank holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to accommodate 40 children under eight at any time. There are currently 35 children from birth to eight years on roll. This includes 20 funded children. Children attend for a variety of sessions and days. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. There are nine staff who work with the children all have relevant early years qualifications.

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

Overall the quality of the provision is good.

Managers have a clear vision for the future and together with staff create an inclusive environment where individuals are respected and valued. On the whole, children's care and learning needs are met effectively as the setting works closely with parents and relevant professionals. Systems to evaluate and improve practice are generally secure and result in a continually improving setting. Space and resources are used well to provide a varied range of practical activities that help children learn while they play and explore. As a result, children make good progress in relation to their starting points. Children's welfare is protected through effective practices.

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

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

- improve the consistency of assessment and planning for children's progress to make sure accurate and relevant targets are highlighted for each child
- involve all staff in the self-evaluation of the setting, enabling them to share their ideas to ensure greater improvements.

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

Children's safety and welfare is maintained in the setting. Designated staff understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. A range of comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running. Risk assessments are

completed to minimise the likelihood of accidents and staff supervise children well to maintain their safety. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. A strong commitment to on-going training and development is evident and leads to clear improvement in the setting. Good progress has been made to address recommendations made at the last inspection. The staff team actively seek and take on board advice from relevant professionals to bring about positive changes in the setting. Consequently, improvements have been made to the methods for assessing and planning for children's progress. In the main clear and accurate next steps are identified for individuals to work towards through the play-based activities provided. Through methods of self-evaluation the managers highlight strengths and areas for further development however, other staff members are not always encouraged to evaluate practice or share their ideas in order to maximise skills within the setting to make improvements.

The setting is well maintained and attractively presented to help children to settle happily. This is a significant improvement since the last inspection. Displays of children's work and a good range of age-appropriate resources create a child-friendly environment. Children are cared for in spacious rooms, providing scope for a range of activities and enabling staff to cater for individual needs. Babies can rest and sleep as part of their own routine while others are able to continue to play. At times all children come together to play, enabling them to benefit from interaction with others of differing ages. This also aids a smooth transition when children move up through the nursery as they become familiar with all staff. The structure of the day ensures children have regular access to outdoor play and children benefit from the increased range of activities and learning opportunities they experience in the well-resourced outdoor play area.

Parents receive a good level of information about the setting. They contribute to documentation which includes relevant information to enable staff to care for children according to individual needs and in line with parents' wishes. For example, staff learn some words in a child's home language to enhance communication skills when they first attend. Staff make themselves available to feed back to parents each day and written records are shared. Methods of involving parents in planning for children's future learning are beginning to embed, through methods, such as parent's evenings and sharing some next steps for children's progress. Parents views are sought through questionnaires and their ideas are valued. As a result improvements are made, such as providing a wider variety of foods on the menu. The setting has good partnerships with other health and educational professionals to support individual children's needs. Links are established with some local schools to support a smooth transition as children move on in their education.

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

Good relationships are evident between the staff and children. Throughout the nursery those new to the setting or room are appropriately comforted by staff, helping them to feel safe and secure. Children develop a sense of belonging as

they find their name card or place setting and see photographs or displays of their artwork. This also supports their early reading skills. Staff observe children during play and record their achievements. They use this information to highlight some gaps in children's learning and plan targets for them to work towards. This method is generally effective and, as a result most children are supported to build on the skills they already have. A selection of activities are then planned to take account of children's interests and their individual learning needs. Children are encouraged to make choices in play and can freely access resources and toys stored in accessible units; this effectively supports their enjoyment and enables them to concentrate for longer periods. Children behave well in the setting and learn to keep themselves and their friend's safe through discussions with staff, such as using scissors carefully or waiting until there is a space at the popular computer station. Effective methods are used to help children understand about expectations for sharing and taking turns. Children develop a sense of pride as they become the helper for the day. Reward systems, such as star charts, are used to reinforce good behaviour and achievements, helping children maintain a positive self-esteem.

Children develop skills for the future through the variety of activities and toys they encounter. Throughout the nursery children can access a selection of mark making tools to practise and develop the skills needed for writing in future. Babies explore using chunky crayons, whilst older children attempt to draw pictures of models they intend to create with the construction sets. They use a developing range of language skills to express their ideas to their friends, a group talk about making a space ship. The role play areas are well-resourced to capture children's imagination and introduce wider areas of learning for example, in the pet shop children begin to recognise numbers as they observe the price tickets and show care and concern for living things as they help to care for the hamster and fish.

Routines, such as snack and meal times, are also used to support children's learning for example, individuals are encouraged to pour their own drinks, supporting their independence and young ones begin to manage skills of feeding themselves. Occasionally the oversized serving equipment inhibits children's skills and confidence. Babies enjoy their bottle feeds comfortably cradled in the arms of staff. Children's health is well promoted in the setting. These young children follow effective hygiene routines, including regular hand cleansing before meals. The nursery promotes healthy eating, meals are freshly prepared and nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for in terms of allergies, preference and textures for younger babies. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. Staff recognise that some children learn more effectively outdoors and as a result they consider increasing opportunities for children to explore wider activities. Children develop knowledge and understanding of the world as they plant and care for vegetables and flowers, observe the wildlife and explore different seasons. They begin to explore mathematical concepts through water play and develop mark making skills as they chalk and paint on a larger scale.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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

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