

# Papermoon Day Nursery

The Clock Tower, Compton Acres, West Bridgford, Nottingham, NG2 7PA

## Inspection date

08/05/2013

Previous inspection date

08/10/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff promote children's independence superbly well. As a result, children are extremely confident, have very high levels of self-esteem and develop excellent self-care skills.
- Staff create a stimulating, well-resourced indoor and outdoor environment which supports children's progress across all areas of their learning.
- Toddlers and pre-school children are confident communicators. They are articulate and express themselves well. Pre-school children listen and participate extremely well during large group activities.
- The management team are committed to the continuous improvement of the provision. The education programme is effectively monitored and staff are well supported in their training and professional development in order to build upon their existing skills and knowledge.

### It is not yet outstanding because

- Sometimes, during child-initiated play outdoors, children are not supported effectively to build upon what they already know, through positive staff interactions.
- There is scope to improve the already stimulating baby room, to additionally enhance babies sensory development, and to further support their sense of security.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector observed children's activities in all the indoor play areas and the outdoor area.
- The inspector spoke with the manager, staff, children and parents at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's action plans and a selection of policies.

## Inspector

Janice Walker

## Full Report

### Information about the setting

Papermoon Day Nursery is one of a number of settings owned by a private provider. It opened in 1990 and is registered on the Early Years Register. It operates from purpose build premises in the Compton Acres area of West Bridgford, on the outskirts of Nottingham. Children are cared for in four rooms, according to their age and level of ability. All children share access to an enclosed outdoor area. The nursery serves the local and surrounding area.

The nursery employs 20 members of childcare staff, including the manager, 16 of whom hold appropriate early years qualifications at level 3 and one at level 2. One member of staff has Qualified Teacher Status. The nursery is open each week day from 7.30am to 6pm. It is open throughout the year apart from public holidays and a week over the Christmas period. Children attend for a variety of sessions. There are currently 96 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- review the organisation and role of staff in the outdoor area when children are engaged in their own initiated play, so that their individual learning is even better extended
- enhance the already stimulating environment for babies, for example, by creating a high contrast black, white and red toned area to additionally stimulate babies senses and encourage exploration; and by displaying photographs of family and other special people to support their sense of security.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The staff team provide children with a wide range of interesting and challenging experiences across all seven areas of learning. They are highly motivated and create a rich, well-organised environment which encourages children to explore and investigate. Daily routines ensure that there is a good balance of adult-led activities and those which

children initiate themselves. Children thoroughly enjoy group activities. Skilled staff evaluate these, both as they deliver them, and upon completion. This means that they change or shorten them if children lose interest and plan them slightly differently next time to enhance children's enjoyment. As a result, children are engaged, interested and eager to participate and learn. Indoors, staff deploy themselves well to support children in their chosen activities. They encourage language and critical thinking skills by talking to the children about what they are doing and by encouraging open-ended thinking through asking open questions, such as 'What could we make with these?'.

There are effective planning and assessment systems in place. The key person system is effective in establishing positive partnerships with parents to support this and parents contribute to the initial assessment of their children's starting points on entry. Staff develop particularly effective relationships with parents of children who speak English as an additional language, ensuring children's first language is valued and that new English words learned are shared and celebrated. Key persons undertake regular observations and use these to assess children's stage of development. They continue to take parents' views and opinions into account when they use their assessments to plan children's next steps in learning. These then feed into a planning system which ensures that there are activities and resources provided to support each child's progress. Key persons know their children well. As a result, when they engage with them in play, or during adult-led activities, they ensure that children are well-supported and challenged. This is slightly less effective, at times, when children are playing outdoors. This particularly relates to when all, or most, children are outdoors together. During these times, there is sometimes little interaction with some children. This means that, although children are happy and find toys to explore and investigate, they do not always benefit from the same level of positive adult interaction that they do during indoor activities to support them to build upon what they already know and can do.

The outdoor area is used daily, and children are able to choose, during most of the day, if they want to play outdoors or indoors. They develop good physical skills outdoors as they bounce on the new trampoline, crawl through tunnels and play ball games with staff. They develop an understanding of the world around them as they tend their fruit and vegetable plants, search for insects in the digging areas and talk about the falling tree blossoms. Indoors, babies develop their moving and handling skills as they grasp and squeeze a variety of toys and practise early walking skills using the push-along toys. Toddlers enjoy small group sessions where they develop good communication and language skills. This is because staff encourage younger children to learn new words and join in familiar phrases and those slightly older to contribute their thoughts and ideas. Pre-school children develop good creative and imaginative skills because they freely design and create, using open-ended resources. For example, a group of children playing with shredded paper, pipe cleaners, cardboard rolls, straws and feathers, create designs ranging from belts to 'octo-sharks'. These skills children are confidently developing will support them well as they make the transition to school.

**The contribution of the early years provision to the well-being of children**

Children are cared for in a well-resourced, stimulating environment which provides a range of experiences that help them to develop their independence and self-esteem. Indoor and outdoor areas are organised well, with good consideration given to ensuring that resources are accessible. As a result, children make their own choices and develop very good independence skills. Staff promote this superbly well through daily routines, such as mealtimes and personal hygiene routines. Children make their own decisions about whether they play indoors or outdoors and confidently find toys they want, such as a different game for the computer. Staff link closely with parents from the outset, seeking information about children's backgrounds, routines and preferences, to develop an understanding of their needs. This is given particularly high regard in the baby and one-to-two's room where staff give high levels of attention to new starters. They assist them with separation and sensitively support them throughout the day, staying close so that children feel safe enough to begin to explore. As a result, children build secure bonds with their key person.

The baby room is well resourced with equipment to support children's care routines all ready to hand. As a result, when babies need to sleep, a nappy change or a bottle of milk, this is swiftly organised. There are a good range of toys within this room. However, there is scope to develop further areas and resources to stimulate babies senses and to support their sense of security, for example a high contrast black, white and red toned area or photographs of babies' family and other special people. Staff teach children about keeping themselves safe through clear rules regarding moving around the nursery, and use of equipment which present possible risks, such as the small trampoline. Children understand well, the rules regarding fire safety. Pre-school children confidently retell their most recent experience, explaining clearly, how and where they evacuate to, and the reasons why.

Children's good health is promoted well. All children spend regular times outdoors for fresh air and physical activity to promote their well-being and staff give high regard to cleaning and hygiene routines to help minimise the risk of spreading infection. Meals are home-cooked and nutritiously balanced. Mealtimes are enjoyable social occasions. They are very well organised, with children sitting in small groups, supported by an adult. Children engage in animated conversation including discussions about the benefits of healthy foods. Staff support them to use their cutlery correctly so they practise their coordination skills. Children demonstrate extremely high levels of independence as they confidently and capably serve themselves their meals from central food platters. Children's understanding of a healthy diet is supported well through activities, such as planting and growing vegetables and fruits in the nursery garden which they then harvest and eat. Children behave well. This is because staff constantly consult with them regarding what they want to do, which reduces conflict and frustration, and they listen to what children say. They consistently apply rules and boundaries so children quickly learn what is expected. Pre-school children demonstrate they are becoming confident in skills in negotiation. For example, children wanting to use the computer negotiate amongst themselves to ensure that everyone who wants, has a turn. These skills support children well as they make transitions through the different rooms in the nursery, and then on to school.

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

**provision**

Children's safety and welfare is effectively promoted. There are robust procedures in place to ensure all staff are suitable to work with young children, and remain so. Staff undertake daily checks to ensure that the premises, toys and equipment are safe, and the premises are secure. All staff have undertaken basic safeguarding training and the manager is vigilant in ensuring that they are fully conversant with any changes to procedures. They demonstrate a clear understanding of their responsibilities in this area, including those relating to concerns about other staff and use of phones and cameras. A wide range of purposeful policies and procedures are efficiently implemented by staff, which contributes to the smooth day-to-day running of the nursery. Information gathered from parents means that staff are able to provide good levels of care based on children's individual needs and ensure that there is continuity for children as they move between home and nursery. Parents highly praise the staff in helping children to settle into the nursery and feel they benefit well from their nursery experiences.

Children make good progress in their learning and development because key persons ensure that they regularly observe, assess and review their progress across the seven areas of learning. The manager monitors this through supervision sessions and maintains an overview of each child so that any emerging concerns are swiftly identified. There are strong partnerships with other agencies. This helps to ensure that any additional support needed for children with special educational needs and/or disabilities, is arranged efficiently, so that they make good progress. Partnerships with local schools are good. Staff follow through agreed procedures, ensuring that relevant information is passed on in order to support a smooth transition for children when they move on.

This nursery management team demonstrates a strong commitment to raising the achievements of the children who attend. High priority is given to managing the performance of the staff team with good support systems in place. All staff complete basic induction training when they commence their employment to ensure that they are aware of the nursery policies and procedures. Failure to comply with these is managed through a clear capability procedure. All staff have 'action plans' arising from supportive supervision and appraisal processes with individual targets that are aimed to raise their performance and build upon their existing skills and abilities, in order to improve the outcomes for children. The management team have a good understanding of the strengths of the setting and areas where there is scope for improvement. A clear action plan is in place with well-identified priorities for improvement. All staff take ownership of this through their personal targets and those that are identified for the room they are based in. These are regularly reviewed in order to ensure that they are effectively and continually supporting children's achievements.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	509249
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	912409
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Paper Moon Nurseries (Compton Acres) Ltd
<b>Date of previous inspection</b>	08/10/2008
<b>Telephone number</b>	0115 9811801

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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