

Papermoon Day Nursery

Faraday Road, Lenton, NOTTINGHAM, Nottinghamshire, NG7 2DU

Inspection date	15/10/2013
Previous inspection date	07/03/2012

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

- Children are happy and form close attachments in this nurturing and friendly environment. Staff praise children's achievements, which effectively promotes their self-confidence and self-esteem.
- The nursery builds strong relationships with parents and keeps them informed and involved in their children's care and learning.
- Children's learning is effectively promoted because staff plan activities based on children's interests and developmental needs. Clear monitoring of the educational programme ensures all children make good progress in all areas of learning.
- The new management team are committed to the continuous development of the nursery, using an effective system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated staff team, where everyone works together to ensure children benefit from a continually improving nursery.

It is not yet outstanding because

- There is scope to enhance reading materials and to maximise opportunities to nurture children's respect for, and rapidly developing love of, books.
- Some staff are not always confident about how to extend children's learning during activities, particularly when they talk with and question children.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to the visiting manager, deputy manager and staff at appropriate times throughout the inspection.
- The inspector took account of children spoken to on the day. Recent parent feedback was also examined.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Papermoon Day Nursery was registered in 1993. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single-storey premises in the Lenton area of Nottingham, and is managed by the Papermoon Ltd chain of nurseries. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a level 5, three hold level 3 and three hold level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 41 children attending. The nursery provides funded early education for two-, 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:

- increase some staff's understanding of how to extend and provide more challenge for children in order to ensure consistently high quality learning experiences, with particular regard to questioning

- enhance the presentation of books and reading materials in order to to maximise opportunities to nurture children's respect for, and rapidly developing love of, books.

Inspection judgements

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

Staff have a good understanding of the educational programmes and the seven areas of learning, they provide activities to engage and capture children's interests and attention. Staff know the children well and undertake thorough observations. They are knowledgeable about each child's stage of development. Staff implement the 'progress check at age two' and share the information with parents efficiently. Children show confidence and curiosity as they explore a stimulating learning environment. Communication with parents is effective with regard to obtaining starting points during the

settling-in period on what their child already knows and can do. Teaching is rooted in a secure knowledge of how children learn. Teaching techniques are good throughout the setting.

After welcome time the children make informed choices for play, for example, they confidently choose magnets and engage in active playing and learning. In the toddler room art and craft is a particular favourite with some children who use glue and glue spreaders to create imaginative patterns. When playing outside, children develop their movement skills well. They run around, effectively negotiating the obstacles. Staff engage children in throwing and catching a ball; this develops their hand to eye coordination. Mastering the pedals on a bike is a challenge for pre-school children, staff skilfully watch and wait until they are needed to offer help and support. All children are content to play alone or alongside others. Babies, for example, explore instruments, reaching out and watching as the key person supports their engagement by introducing and reinforcing shaking and rattling. Children copy what they have seen adults do as they engage in imaginative role play, pretending to be at the hairdressers.

Staff in the toddler room offer sensory activities that enable children to explore texture and form, such as baked beans and spaghetti. Children practise their physical skills as they use a spoon to fill their bowl with the beans. Children are introduced to mathematics in a variety of play opportunities and everyday routines. For example, children sing popular number rhymes at welcome time, using their fingers to represent the numeral. The baby room has been well thought out and staff tune into the babies' needs sensitively because they know them well. Staff provide an enabling environment for babies to learn and challenge them to explore and investigate many things. For example, they discover family photographs on the board at their level. These opportunities help babies to develop a strong sense of belonging. Babies are developing their physical skills well. They love the outside environment and clearly demonstrate this as they toddle around exploring and investigating the stimulating 'Garden Centre' role playhouse.

To develop an understanding of the natural world pre-school children explore and investigate mini-beasts in the nature area. They use physical skills to rake the ground and engage with the inspector to search for creatures. Children listen to structured story telling sessions and areas where children can share a book are attractive. However, the presentation of books does not foster a respect or love of books. Consequently, children do not readily look at books for pleasure. Older children are beginning to develop their literacy skills as they recognise initial letters of their name on a lunchtime place mat. Babies move rhythmically to popular music, staff develop their delight by joining in, this develops their physical development and early movement skills. A broad range of multicultural and diversity resources and pictures, support children's understanding of the differing people and communities they live alongside. Most staff use running commentary during activities. However, occasionally some staff are not confident in their understanding of how to extend children's learning experiences. Nonetheless, because staff are fully supported and guided by other staff, children still receive worthwhile learning experiences which enables them to make good progress. All children are mostly challenged well through their activities and are well prepared for the next stage in their learning.

Children with special educational needs and/or disabilities make consistent progress from

their starting points because they are supported well while enjoying good opportunities to play and learn independently and with other children. Staff further support these children by learning and applying appropriate care contributed by support workers. Children with English as an additional language are fully integrated into the setting. Staff work with these children and their families to develop their English language skills which help them progress well to achieve their full potential. Staff further support these children by learning words in their own language and using these to encourage their personal, social and emotional development. All children are working comfortably within their age and stage of development. Staff engage in quality daily conversations with parents as they bring and collect their children. This provides opportunities for parents to share what children have been doing at home. Staff prepare regular summary reviews of children's progress. Consequently, parents are fully included in their children's learning and development.

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

Children are confident, happy and settled in this welcoming and friendly nursery. The effective key person system across the nursery ensures that children form secure emotional attachments. Young babies who are new are supported by familiar staff in a sensitive manner. All children enjoy warm relationships with the key staff who care for them, and all of the children have formed firm friendships. This enables them to enjoy their play activities as they readily include each other in their play. Staff are fun and approachable and are positive role models. They support children very well in their activities and ensure that there is a good balance of adult-led and child-initiated play. Individual support for each child is readily available, with staff asking children if they wish to be included in activities. Settling-in sessions are negotiated and planned with parents and reflect the individual needs of the children. The staff know the children well because they gather good information from parents when they first start. Therefore, staff meet their care and learning needs effectively. The staff are good role models and use positive techniques for managing children's behaviour. As a result, this has an impact on the children as they display good behaviour at all times and are kind and caring towards one another. Children begin to understand the concept of time as they wait five minutes to take their turn for snack.

Children have good opportunities to develop their independence skills as they are encouraged to fasten their own coats and help themselves to food at lunchtime. Babies have effective support at snack time, when they enjoy positive interaction with each other and staff. Children are encouraged to be as independent as possible. For instance, they use the bathroom appropriately. A good supply of hand soap ensures children follow basic hygiene procedures. Children's good health is promoted and they competently learn to manage their own personal hygiene and develop their understanding of cleanliness. Staff follow good health and hygiene practices as they change babies' nappies. For instance, they wear gloves and aprons. The nursery cook provides the children with hearty meals which promote healthy eating. Meals on offer cover a range of cultural tastes and flavours, for instance, home-made sweet and sour chicken with noodles and prawn crackers. Parents are asked to provide details about any allergies or health needs, and these are managed effectively by the staff through annotated place mats.

The environment is well resourced with a broad range of toys and resources that cover all areas of learning well, and therefore, support children's overall development. Children are able to make choices for themselves, which supports their independence appropriately. They safely access the outdoors and are gaining an understanding of risks through activities that encourage them to explore their environment. For instance, staff closely monitor children as they wobble and balance along the stepping stones and wobbly bridge. Physical skills and exploration are well promoted as children have regular access to the nursery's outdoor space. When the children are playing out the gates are securely locked. Safety within the provision is good. Children take control of their own safety as they copy adults who have been sweeping the leaves to prevent slipping. Children cannot leave unattended and the secure, fingerprint entrance system, prevents anyone entering without the knowledge of staff. All visitors are required to sign in and out. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Transitions within the nursery are effective with clear, detailed summary reviews being handed over between rooms. The positive links with local schools ensure good quality information is shared. This promotes consistency for children's welfare and development to support transitions and next steps in learning.

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

Arrangements for safeguarding children within the provision are good. Staff have knowledge of child protection procedures and what to do if they are concerned about a child in their care. The educational programme is monitored effectively by the room managers. Regular tracking of practice and groups of children ensures appropriate intervention and monitoring of children and the areas of learning. Advice from the Papermoon Ltd management team is actively sought and followed in order to bring about continual improvements. The recently appointed manager was previously the nursery deputy, therefore, she is an established member of staff. All senior managers within the company meet regularly, to develop their practice, modify policies and exchange ideas. They sometimes work at each other's sites. This enables the managers to observe how other settings run and allows them to reflect on their own practice. In the absence of the manager, the recently appointed deputy manager handled the inspection with professionalism and she demonstrated a good knowledge and understanding of the nursery.

Recruitment procedures are sound and together with background checks, induction training, performance management systems and room meetings, mean that staff remain suitable for their role. No unvetted member of staff is permitted unsupervised access to children in the nursery. A full record of all staff Disclosure and Barring Service checks is maintained. The nursery benefits from a newly formed dedicated management team that are committed to working together to improve outcomes for children. Performance management of staff, which includes, regular supervisions and appraisals, are used to

identify the future training needs of staff. Staff's professional development is given a high priority. This ensures children benefit from being taught and cared for by staff who are up-to-date with current practices. For example, some staff are highly qualified or working towards higher qualifications.

The nursery is safe and secure because the door is locked during session times. The effective fingerprint recognition entrance system ensures that no unwanted visitors enter the nursery. Accidents are managed well in the setting because most staff have carried out first-aid training, they record all accidents and give parents a detailed description of what happened and any treatment administered. Clear and concise risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed, along with daily health and safety checks on the indoors and outdoors of the individual rooms, to further support children's safety. Actions and recommendations from the last inspection have been effectively addressed which has had a positive impact on the care and welfare of the children that attend. Effective self-evaluation fosters an ethos of reflective practice. Survey questionnaires are used to obtain the views of parents. This enables management to analyse the effectiveness of their provision. It helps them to set a clear action plan for future improvements to develop their practice and environment further, benefitting children's care. For example, the nursery are currently working towards improving their puppets and story sacks to further support children's social skills. Quality noticeboard displays mean parents are continually provided with information about the service and the learning activities offered. Parents are invited to share a 'Breakfast morning' with their children. Staff work effectively with other agencies involved with children to ensure those, for example, with special educational needs and/or disabilities, receive relevant support and consistency to meet any specific or identified needs. This ensures consistent support for their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	254627
Local authority	Nottingham City
Inspection number	917554
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	41
Name of provider	Papermoon Nurseries (Mansfield) Ltd
Date of previous inspection	07/03/2012
Telephone number	0115 9424800

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Type of provision

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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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