

Papermoon Day Nursery

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

Inspection date	22/10/2013
Previous inspection date	08/05/2013

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 with special educational needs and/or disabilities are well cared for as staff are skilled in providing for each child's specific needs, ensuring every child makes good progress from their starting points.
- Safety is given a high priority. Hazards to children are identified and minimised and children are taught how to promote their own safety.
- 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.
- Arrangements for safeguarding children are robust. Secure systems are in place to ensure the suitability of staff who work in the setting. All staff have attended safeguarding training and have an appropriate first-aid qualification
- Staff are skilled in supporting children's learning and development through well-planned activities and the bright and attractive learning environment.

It is not yet outstanding because

- Children's independence is not always consistently encouraged with regard to snack times; therefore, they do not have the maximum opportunity to enhance their skills in this area.

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 held meetings with the manager of the setting and the business manager of the company.
- The inspector carried out observations of activities in each room and also in the outdoor learning environment.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspectors took account of the views of carers spoken to on the day.

Inspector

Julie Dale

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 22 members of childcare staff, including the manager, 16 of whom hold appropriate early years qualifications at level 3 and level 2. One member of staff has a level 4 qualification and one a level 5 qualification. 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 85 children attending who are in the early years age group.

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:

- review snack time in all rooms to ensure children's independence is consistently encouraged and their skills in this area are promoted even further.

Inspection judgements

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

Children are settled and secure in the setting, therefore, they enjoy attending and are motivated and eager to engage with activities provided. Language is encouraged with all the children and they receive lots of praise and encouragement, building their confidence and self-esteem. This includes staff in the baby room sensitively using different tones of voice and facial expressions during a craft activity. The key person system is very effective in establishing positive partnerships with parents to support children's development and parents contribute to the initial assessment of their children's starting points on entry. Staff develop particularly effective relationships with parents and carers of children who have special educational needs and/or disabilities to effectively support work done by other services. This ensures every child makes good progress in respect of their individual

starting points. Children with English as an additional language also make good progress as staff value their home language while promoting English.

Children have good opportunities for outdoor and physical play. They run and climb using a range of equipment to support this. Bats, balls and hoops are used to help develop coordination. Many children love to play in the building area outdoors, digging in the sand and using bricks to construct buildings and tunnels for the small world figures to inhabit.

The manager and staff have a secure understanding of the Early Years Foundation Stage. There are planning systems in place to ensure children have experiences across all areas of learning as well as being able to initiate their own ideas in their play. Staff have good systems in place to assess children's learning and development and use supporting documents to identify and appropriately plan for the next steps in their learning.

Children have access to a wide range of books and print is used effectively inside and outside the setting to develop children's recognition of letters and simple words. Older children begin to recognise familiar letters, for example, when playing games, which challenge them as they match pictures to initial sounds. They also enjoy story sessions, sitting well and listening and joining in at appropriate times. This helps them learn skills for their move to school or the next step in their learning.

Children are encouraged to choose their own activities and to move around freely. They are confident to look on the low level units to choose the items they want to explore. The staff sit with the children during their activities and they understand how to ask them questions that contribute to their ongoing interests. Children are encouraged to talk about their families and to share celebrations and events they are involved in at home. Photographs of children, their families and other special people are displayed around the setting to support the children's sense of security and promote their understanding of the community around them.

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

Children relax into the setting day and staff greet them warmly. Children are eager to attend the setting as their key person knows them well through the information they gain from parents. For example, a child entering the setting was observed waving excitedly to the staff and children in the baby room as the parent spoke to the manager outside.

Staff are very aware of how they should conduct themselves around children and careful consideration is made to the allocation of each child's key person. The younger children's emotional development is continually promoted as they develop secure, trusting relationships with staff. For example, babies are cuddled closely when they are tired, upset or need reassurance, which ensures their emotional needs are continually met.

There are well-established procedures in place to prepare children for the transition from one room to another, which helps them feel safe and secure. The manager and room leader in the pre-school room prepare the children for their transfer to school through

sharing information. This is with schools, parents and working with other professionals to support transitions.

Children are cared for appropriately following any minor accidents and staff deal sensitively with any bumps they have. Records are kept of any accidents, as are records of medicines given and these are shared with parents. Staff are aware of any allergies children may have and clear information is displayed to remind staff of dietary needs. All staff have received appropriate training on routines to follow if a medical emergency arises.

Meals and snacks are social occasions and are very well organised, with children sitting in small groups, supported by an adult. Generally, children are encouraged to be independent in their choices at snack time but this is not yet consistent in all the rooms in the setting. This means, sometimes, their independence skills are not as well promoted as possible. 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's behaviour is good and realistic rules and boundaries are in place, supported by staff, to enable children to know what is expected of them. Children's awareness of managing their own behaviour is developed as they respond appropriately to staff requests to put away toys or take turns and share. Children are learning to keep themselves safe as practitioners explain the reasons for the rules and boundaries in place. For example, they remind children about safe procedures when climbing outdoors and when using the bikes and cars around the outdoor track area.

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

The manager has a good understanding of her roles and responsibilities regarding the Statutory framework for the Early Years Foundation Stage. Safeguarding arrangements are well established and all staff within the setting have completed safeguarding training as part of their induction and ongoing professional development. All staff have undertaken safeguarding training and have a good understanding of steps to take, should they have a safeguarding concern.

The manager ensures the suitability of staff at interview through robust recruitment and vetting procedures. She is supported in this by systems put in place throughout the company. This helps protect the welfare of children as it maintains staff's continued stability. As part of the induction process all newly appointed staff are aware of how they should conduct themselves around children and the implications their conduct may have on children and other members of staff. The inspection was brought forward in light of a recent incident where a member of staff used inappropriate language in front of children. The inspection found that a rigorous training programme, closely monitored by the manager, has been put in place to ensure all staff know how to behave in front of children.

The setting implements robust risk assessments, which ensures a child friendly and safe environment for children to play in and explore with confidence. Staff assess their areas on a daily basis and remain constantly vigilant to potential hazards. In addition, the close working partnerships between staff ensures the levels of supervision are consistently high.

Planning for children's needs is clear and effectively linked to their next steps in learning. The educational programme is also monitored well to ensure children make good progress in their learning. Practice within the setting is monitored well by the manager and room leaders, if poor practice is identified there are well-established procedures to tackle any underperformance. Regular appraisals are offered to all staff, in addition to supervision, action plans and progress monitoring; this ensures they remain suitable to work with children.

Staff work closely together to identify the strengths of the setting and areas for future improvements. The manager has prepared a detailed self-evaluation document, which shows how their vision for the future development of the setting will be achieved.

Partnerships with parents are strong and they are encouraged to fully contribute to meeting their children's needs. Overall, all parents and carers spoken to show complete satisfaction in the quality of the setting. Parents also comment on the positive relationships promoted with other professionals and other settings their children attend. For example, there is a two-way flow of information passed between the nursery and local childminders who drop off and collect the children at lunchtimes.

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	509249
Local authority	Nottinghamshire
Inspection number	936993
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	85
Name of provider	Paper Moon Nurseries (Compton Acres) Ltd
Date of previous inspection	08/05/2013
Telephone number	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
Store St
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M1 2WD

T: 0300 123 4234
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