

Papermoon Day Nursery

Jasmin Road, LINCOLN, LN6 0QQ

Inspection date	03/12/2013
Previous inspection date	21/07/2009

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

- Key person relationships are strong and children have developed close bonds with staff. They know their children well and plan effectively for each individual child based on their interests and developmental needs.
- Children are motivated and keen to learn in this inclusive and welcoming nursery. Carefully thought out play areas both inside and out provides children with good opportunities to be active and engage in exploratory play.
- Children are safeguarded well in the nursery due to the strong partnerships that have formed with families and outside professionals, who work closely together to meet children's needs.
- The manager has high aspirations for the nursery. She demonstrates clear focus and vision for the future, with clear areas for improvement identified which will strengthen practice and further enhance children's experiences.

It is not yet outstanding because

- There is scope to enhance the opportunities the eldest children have to develop their self-care skills during routine activities, such as lunch time.
- Some aspects of partnership working are not fully robust as the nursery has yet to build effective communication links with childminders that the children attend.

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 observed children's activities in the Baby room, Tweenies room, Pre-school room and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Carly Mooney

Full report

Information about the setting

Papermoon Day Nursery was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single-storey building in Lincoln, Lincolnshire. The nursery serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. There is one staff member with a qualification at level 6 and two with a qualification at level 4. The nursery opens Monday to Friday all year round except for one week at Christmas and bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 70 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small 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:

- ensure staff fully utilise every opportunity during the daily routine to further develop children's independence in their self-care skills
- strengthen partnership working by ensuring there are robust communication links with childminders, so that children fully benefit from a shared understanding and common approach to supporting their transition and progress.

Inspection judgements

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

Staff organise the nursery well and ensure children can easily access a broad range of toys and equipment, resulting in them being active and independent learners. Children explore the environment with enthusiasm and enjoy their time in the nursery. Staff have a clear understanding of how children learn through play and overall, teaching is good. For example, staff supported children as they engaged in a game of superheroes in the garden. They discussed which role children would play and embarked on a hunt to find the special medicine they needed. The staff member encouraged the children to think about every step of the story and decide themselves what might happen next. Staff demonstrate clearly through discussion that they know their key children well and plan

activities based on their interests and individual needs. Effective systems for observing and assessing children's development are in place. These are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school. A computer based tracking system is used effectively to ensure that there is a good balance of teaching and resources to support all areas of learning equally. Children's prior knowledge, skills and understanding are gathered from parents when children start at the nursery and the information used to plan effectively for children's learning from the beginning.

Children's communication and language development is promoted well throughout the nursery. Staff speak directly to children and use appropriate questions to support their critical thinking. Children play in an environment rich in print both inside and out which supports their understanding that print carries meaning. Books are readily available and children choose books to look at independently with staff. Counting is encouraged in games and activities that children enjoy, such as 'What's the time Mr Wolf?' Older children are introduced to simple calculations and correctly identify large numbers that are one more than another when asked. For example, some children know that 34 is one more than 33. Links are developing well with the local community. Police officers have visited the nursery to talk about safety of children prior to starting school and babies attend sensory activities at the local children's centre. Role play resources enable children to play with a stimulating selection of everyday items that reflect real life experiences, such as cooking utensils and real food. Staff play with babies at their level and give them good opportunities to explore the toys and resources available. Those children learning to walk are provided with appropriate support to perfect this important skill, which helps them gain independence to access the toys of their choice. Suitable multicultural resources and learning about festivals supports children's understanding of the diverse society in which they live.

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

An effective key person system ensures children and their families develop secure attachments with staff and feel warmly welcomed into the nursery. There is a clear appreciation for the diverse backgrounds of the children who attend the nursery and close partnerships with parents have formed to support children's well-being. Parents contribute to children's starting points and a good exchange of information at collection time ensures changing needs are constantly met. New starters settle quickly in their surroundings due to the stimulating environment and kind and caring nature of all staff. Babies and toddlers seek out familiar staff for cuddles and all children are confident to approach staff for help when needed. Children's work and photographs of them in activities are attractively displayed throughout the nursery, which provides them with a good sense of belonging. Children are supported well as they move from one base room to the next. There is an effective exchange of information between key persons and a gradual settling in period. A system is in place to ensure parents are fully involved in this process by sharing fresh information about learning and development at home with their child's new key person. Good relationships are in place with local schools to support children as they prepare

themselves to move on. Teachers visit the setting and children attend events, such as a Nativity play to familiarise themselves with school life.

Staff are deployed well both, inside and out, to provide continuous supervision of children which contributes to their overall safety and welfare. Children play in bright and stimulating surroundings which are organised well to promote learning. They move freely from activity to activity and independently help themselves to resources which are easily accessible. Older children are encouraged to be responsible for essential tasks, such as, tidying away resources. However, on occasions this independence has scope for further development in the pre-school room. For example, opportunities are missed for children to engage in activities, such as serving themselves at lunchtime or consistently pouring their own drinks. Children of all ages demonstrate good levels of confidence and self-esteem. For example, a child confidently 'reads' a book about Christmas to her friends and staff at group time. Children demonstrate good behaviour and through gentle reminders learn to play co-operatively with their peers, they share resources and work together as a team. For example, two pre-school children help each other to carry a heavy box of resources across the room at tidy up time.

The nursery promotes a healthy lifestyle. Children eat freshly prepared meals and snack which provide a balanced diet. They take it in turns to be 'chefs' in the kitchen and prepare the food with the nursery cook. Outdoor play is incorporated well into the daily routine, as they freely access the area for play in the fresh air. There are very good opportunities for children to develop their physical skills, with a number of challenging obstacle courses and large spaces to run freely. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety. For example, they discuss what might happen if children do not sit on their chair correctly.

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

The inspection was brought forward by Ofsted following a notification from the provider relating to a member of staff's implementation of safeguarding procedures. The inspection found that appropriate action has been taken following the incident to prevent it happening again and staff involved disciplined appropriately. Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies in place. Staff attend regular child protection training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Clear recruitment and vetting of staff helps to ensure children are cared for by a suitable staff team. Thorough induction procedures ensure staff are clear about their roles and responsibilities. The nursery is securely maintained, with finger print recognition as the main method of entry for staff and parents. Staff use an effective process of daily risk assessment to ensure potential hazards are identified and minimised quickly. Children with individual health care plans are well supported by staff to ensure their medical needs are consistently met.

The manager of the nursery is firmly dedicated to providing a high quality provision for all.

Staff are involved in decision making and supported well in their professional development. As a result, they are highly motivated to ensure all children receive the best possible start in life. All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. The manager is rigorous in her monitoring of staff's practice to ensure children make good progress in their learning and development. Clear self-evaluation and improvement plans for the nursery identify those areas of development which will improve practice and enhance children's experiences. For example, strengthening community links and developing further aspects of the outdoor area, such as planting wildflowers to attract birds and insects.

Staff demonstrate a good understanding of the benefits of working closely with parents to meet children's needs and value their contribution to their children's nursery life. For example, parents attend stay and play sessions, Christmas nativity plays and take part in craft activities with the children. Parents say the nursery is 'fantastic with lovely staff'. Some children attend other settings. However, there is scope to strengthen the building of relationships with all the other settings that children attend, specifically childminders, in order to fully support children's all-round well-being and development. Staff work closely with a wide range of other professionals to support children and their families who have identified additional needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	253695
Local authority	Lincolnshire
Inspection number	941405
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	70
Name of provider	Papermoon Nurseries (Mansfield) Ltd
Date of previous inspection	21/07/2009
Telephone number	01522 681681

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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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