

Papermoon Day Nursery

104 Boutham Park Road, LINCOLN, Lincolnshire, LN6 7TH

Inspection date	24/09/2014
Previous inspection date	12/12/2011

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 make good progress as they happily engage in purposeful learning experiences linked to their interests.
- Children form secure emotional attachments with staff and show high levels of confidence within the nursery. They enthusiastically explore their environment and participate in activities with enjoyment.
- The manager has a clear vision for further improvements. She sets high standards and encourages staff's professional development through training, which demonstrates a drive for quality improvement.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and implement daily safety checks to minimise hazards.
- Partnerships with parents and other professionals are strong. There is a consistent approach too supporting children with special educational needs and/or disabilities and children with English as an additional language. As a result, all children are offered the opportunities to reach their full potential.

It is not yet outstanding because

- There is scope to deploy staff more effectively after lunchtime in order to promote positive behaviour.
- Opportunities for children to fully develop their understanding of healthy eating and how foods contribute to a healthy lifestyle are not fully embraced.

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 had a tour of the nursery and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playrooms and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation and improvement plan.

Inspector

Hayley Ruane

Full report

Information about the setting

Papermoon Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two 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, 10 hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 55 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 the deployment of staff after lunchtime, particularly in the pre-school room, so that children receive the consistent level of support needed to promote positive behaviour

- extend the opportunities for children to learn about healthy eating, for example, by growing fruit and vegetables in the garden.

Inspection judgements

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

Staff have a very good knowledge of the Early Years Foundation Stage and they know how children learn best. Consequently, the quality of teaching is good as staff take into account what children already know and can do. They use this information, along with children's initial assessments and discussions with parents, to plan for each child's next stage of learning. As a result, children make consistently good progress towards the early learning goals. Effective use of labelling introduces children to words and pictures. This supports children's understanding that text carries meaning. Staff follow children's interests and use this as an opportunity to extend their learning. For example, children enjoy watching and talking about a popular children's film. Staff have developed a wall display around the film and children take part in craft activities to make snowmen, snowflakes and a castle to add to the display. Staff skilfully use a variety of open-ended questions that encourage children to recall the different parts on a snowman. They talk excitedly about the processes involved and staff share their enthusiasm. Staff offer

continual praise and encouragement and this helps to keep children interested throughout the activity, and raises their self-esteem. The highly effective use of good teaching strategies maintains children's focus and develops their communication, thinking and mathematical skills. As a result, children are developing good attitudes towards learning which prepares them well for the next stage in their learning.

The overall quality of teaching within the nursery is consistently good. Staff plan and provide a wide range of activities designed to match children's interests and next steps in development. Resources and toys provided are of good quality and encourage children to play and explore. Staff support children's readiness for school by helping them to become confident and independent learners. Staff are fully engaged in children's play and learning, which gives children the confidence to explore their surroundings. Children show good control and coordination as they move confidently in the indoor and outdoor area and handle equipment, tools and resources effectively. For example, they use spades and pots to make sandcastles and enjoy riding bikes. Older children join in circle games and enjoy running round the edge of the circle when they are chosen to be a goose. As a result, children develop their growing physical skills. Staff develop children's imagination as they act out a story in the outside area. Children listen intently to the staff as they effectively bring stories to life through inspired story telling techniques. Staff stop reading the story towards the end of each page, allowing children to finish the sentence, therefore supporting their communication and language development, and confidence in large group situations. This means that children are fostering a love of books from an early age.

The manager and staff demonstrate a secure understanding about the progress check for children between the age of two and three years. They ensure that this is carried out at an appropriate time and shared with parents. Staff carry out regular observations and assessments of children across the seven areas of learning. Children's individual development is further enhanced as staff regularly track their progress. This helps them to identify any gaps in children's learning. Children's next steps in learning are shared with parents regularly, which contributes to children's learning at home. As a result, children are making very good progress and are well prepared for the next stage in their learning.

Parents speak positively about the friendly and approachable staff and how the nursery has a homely feel. Staff use a variety of effective methods to keep parents informed of their child's progress. This is achieved by sharing children's learning journals and through daily discussions. In addition, the nursery staff hold regular parents' evenings. This provides an opportunity for parents to discuss their child's progress in detail with their key person. Consequently, this shared approach to children's learning contributes to the good progress that they are making.

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

Children are settled and secure. The nursery provides a warm and caring environment where staff get to know children and their parents well as individuals. Therefore, children develop trusting relationships with their key person. Settling-in visits are offered so children become familiar with their new environment at their own pace. During registration and settling-in visits, the nursery requests detailed information from parents to

ensure that they can follow children's familiar care needs and routines. As a result, children's individual needs are consistently met and their emotional well-being is fostered well. There is a consistent approach to care and early education in the nursery. For example, children are supported by their key person as they move from room to room within the nursery. Key persons complete an All about me document which is passed onto the child's new room to ensure staff are aware of their interests and stages in development. Consequently, children's emotional needs are supported during changes in their routine.

Children's awareness of developing a healthy lifestyle is promoted through the provision of healthy snacks and through regular outdoor physical play opportunities. However, some opportunities are missed to develop children's understanding of healthy eating and how this can contribute to a healthy lifestyle, due to children not taking part in activities, such as planting and growing their own fruit and vegetables. All children have regular access to the outdoors for fresh air and exercise. In addition, children are able to rest and sleep according to their needs and are regularly checked to ensure their ongoing well-being is maintained. During snack and lunchtimes, children confidently follow the routine independently. Snack and meal times provide opportunities for social development and staff successfully use this time to encourage children to develop their self-care skills and take responsibility. They are encouraged to manage their own personal needs and can access their own drinks and serve themselves. Children are reminded to wash their hands at appropriate times and become independent in their self-care. Clear procedures ensure that the staff members are aware of children's special dietary requirements, preferences and allergies. This ensures that children's needs are met and respected.

Children's behaviour is generally good because staff use a consistent approach and offer gentle reminders of the expectations for behaviour as required. However, there are opportunities to deploy staff more effectively after lunchtime to ensure that unwanted behaviour is noticed and addressed promptly. The nursery has good links with its main feeder school with effective plans in place, including visits from the Reception teacher, and copies of final reports being shared. This helps reassure children about the next steps in their learning and means teachers get to know about children's personalities and needs. These strategies ensure children are emotionally well prepared for school.

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

The manager and staff demonstrate a secure knowledge of their roles and responsibilities with regard to safeguarding children. A comprehensive safeguarding policy is in place, which contributes to promoting children's welfare. The safety of children is of paramount importance across the staff team. External doors are kept locked and parents and staff use a fingerprint key-pad system to enter the building. Visitors are required to sign in. Children's safety is further enhanced as the staff undertake effective risk assessments of the indoor and outdoor environment. For example, checklists are carried out each day to ensure the environment remains safe and staff count the number of children in their group when coming in from outside play. The management team completes robust recruitment and identity checks for all staff in contact with children. Consequently, all adults associated

with the nursery are vetted for their suitability to be around children. There is an effective induction process in place, which is then followed by regular supervision and appraisals for all staff. The staff team holds regular meetings which enables any concerns to be raised and addressed. Therefore, staff have a very good understanding of their roles and responsibilities. The manager monitors all staff training and ensures that mandatory training, such as paediatric first-aid qualifications are kept up to date. Staff supervise children well to ensure that those with first-aid qualifications are appropriately deployed within the nursery. This ensures that staff can respond to accidents and incidents swiftly.

The manager and her staff have a good understanding of the Early Years Foundation Stage requirements. They keep their knowledge and understanding up to date through team meetings, supervisions and regular training opportunities, so they are aware of legislation and current practices. Staff are enthusiastic, motivated and committed to providing a high standard of care. Staff performance, planning and parental involvement are all monitored and documented effectively by the manager. Regular supervisions are carried out so that staff can evaluate their performance; discuss children's progress and their own well-being or concerns. As a result, children benefit from continually improved learning experiences. The manager manages her nursery well and continually works hard with the staff and area manager to develop the service they provide. Using a clear process of self-evaluation she accurately monitors the effectiveness of the nurseries practices and procedures.

Children's learning is monitored and tracked efficiently and effectively, ensuring that any areas of concern are discussed with key people and parents early on and a support plan is adopted, for example, when potential additional needs are highlighted by staff. The manager and staff appreciate the importance of sharing information with other providers who share the children's care, and with other professionals who work with individual families. They are able to demonstrate how this effectively supports children's progress. The manager and her staff recognise that children who speak English as an additional language need additional support to ensure they make good progress. Consequently, staff accessed some specific training to support these children. This means they can improve learning outcomes for all children. Staff build very good relationships with parents and chat to them on a daily basis about their child's achievements and well-being. The pre-school has implemented a range of ways in which parents can receive and share information, such as, daily discussions, newsletters and noticeboards asking parents for their comments. The nursery is good at sharing information between settings when children attend more than one provision, which enables them to work together to support children's learning. This means that children benefit from a coordinated approach to their care and development and as a result, make good progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY272011
Local authority	Lincolnshire
Inspection number	860807
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	55
Name of provider	Papermoon Nurseries (Mansfield) Ltd
Date of previous inspection	12/12/2011
Telephone number	01522 560562

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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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Store St
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