



Papermoon Day Nursery

Inspection report for early years provision

Unique Reference Number	EY293319
Inspection date	31 October 2006
Inspector	Susan Riley
Setting Address	Mansfield Road, Sutton-in-Ashfield, Nottinghamshire, NG17 4HW
Telephone number	01623440011
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Registered person	Papermoon Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Papermoon Day Nursery opened in 2005. It is one of six nurseries privately owned by the provider. It operates from purpose built premises, which are situated in the Sutton-in-Ashfield area of Nottinghamshire. A maximum of 134 children may attend the nursery at any one time. The nursery is open each weekday from 06:30 to 18:30 for 51 weeks of the year, closing only for Christmas week and all main bank holidays. .

Children are cared for in individual group areas according to their age and developmental stage. They have access to two enclosed outdoor play areas which are adjacent to the building. The setting also have access to car parking, toilets, an office, kitchen and staff facilities.

There are currently 157 children from eight months to under five years on roll. Of these 30 children receive funding for nursery education. Children come from both the local and

surrounding areas, and attend varied sessions according to their parents wishes. The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery employs 28 members of staff. Of these, 18 hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association and receives support from the Nottinghamshire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is effectively promoted as the settings takes positive steps to promote the children's good health, and encourages them to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection and appropriate measures are taken when children are ill so that their health needs are met. Children's welfare is promoted because the setting can respond to accidents appropriately as seven staff hold a current first aid certificate. First aid boxes are easily available within each room and the contents are suitable. All accidents are recorded and shared with parents. However, the records sometimes do not contain sufficient information about the location. Thus parents are not always fully informed of what has happened to their child.

Children understand and follow simple health and hygiene practices as they wash their hands before and after eating, after visiting the bathroom or when they have been involved in messy play. Children are adequately nourished through the balanced diet that they are offered throughout the day. Older children serve their meals themselves which promotes their independence. A variety of drinks are on offer to ensure children do not go thirsty. Staff offer the younger children drinks regularly throughout the day.

Most children have access to physical activities and time outdoors due to staff planning this within the daily routine. Children enjoy their time outdoors and benefit from being in the fresh air. However, no time is planned within the daily routine for the babies for them to have time outside. Younger children sleep and rest to their own routines. Older children are able to rest and relax in the quiet areas as they require. All children have their health and dietary needs met because practitioners work well with parents. For example parents wishes are respected at all times, appropriate written consents are gained and parents are required to fill in detailed forms about their child.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, safe and secure indoor and outdoor environment. There are well-implemented policies and procedures. Thorough risk assessments are carried out and action is taken to ensure children remain safe. Most children use child sized furniture which encourages their independence. However, the provision for the feeding of babies does not promote their independence. An adequate range of safe and well maintained equipment and toys are in place to mainly meet the developing and learning needs of children. Children can

safely access the resources and make their own choices and decisions of what they want to do, which actively promotes their independence.

Suitable systems are in place to keep children safe on outings. They wear hand tags with the name and contact number for the nursery, and a mobile phone with emergency numbers and a first aid box are taken to ensure their continued safety. Children are mainly learning to keep themselves safe. For example, with the staff practising the emergency evacuation procedures with the children, they are aware of what to do in the event of emergency. However, some opportunities are missed by the staff as they do not always notice that shoe laces are undone. Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. This ensures the well-being of all children. Children are cared for by adults who are vetted and have relevant experience, knowledge and skills. A keyworker is now allocated for each child enabling them to bond and feel safe and secure.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled. They enjoy their time at the nursery, and freely select activities according to their needs and interest. Children are confident to approach the staff for their needs to be met or for help and support. The younger children enjoy close relationships with their carers and readily seek comfort and contact with them, increasing their sense of well-being. Effective discussion with parents ensure that young children experience and benefit from familiar home routines for eating and sleeping whilst at the nursery, enabling them to feel safe and secure.

Children have first hand experiences to develop curiosity as learners. For example, the staff aid the babies to paint their hands to do hand prints, they talk the babies through the process offering reassurance. All children increase and develop new skills throughout their play. Children make positive relationships; staff are interested in what children do and say, they encourage the children to talk and take part in the activities. They also promote the sharing of resources with the younger children. This helps children build up good relationships with their peers. Children are beginning to distinguish between right and wrong through the gentle reminders and the positive praise they receive from staff.

Staff are starting to use the 'Birth to three matters' framework to plan appropriate activities for children under three. Assessments systems are in place for these children. However, not all staff are completing these. Thus, some children's development is not being fully promoted and children are not effectively being moved on to their next stage of development.

Nursery Education

The quality of teaching and learning is satisfactory. Most staff have a satisfactory knowledge of the Foundation Stage. They are aware of how children learn through play. Staff are aware of appropriate teaching practices, to suit the children. They provide activities and opportunities for children to enable them to learn themselves and consolidate their own learning. Children's independence is promoted effectively through the daily routines. They are eager to learn,

self-assured in their play and confident to try new experiences. Children behave very well, they take turns and co-operate with each other to achieve a common goal. The nursery has recently had a change around with staff members and new staff are responsible for the planning of the nursery education, this is currently being developed with the help of the local authority advisors. The assessments of children's learning are not currently being carried out effectively. Thus staff are not providing appropriate activities to move the children on to their next step of learning and development.

Children demonstrate appropriate levels of concentration at activities of their own choice. They are caring towards one another. Children talk freely about their home and community within their play or through the large group discussion times. They develop an awareness of their own culture and beliefs and those of others, through the resources and planned activities. Children demonstrate lots of excitement as they play the party games as part of their celebration day. Whilst playing musical chairs the children are understanding the rules of the game and taking turns.

Children's language skills are developing well, they show awareness of the listener, and negotiate within their play. Reading skills are developing, as they recognise their own name or labels around the setting. Children know how books work and handle them with care. They are encouraged to write their name or make their own mark on their art work. Children's writing and mark making is valued as staff display this around the writing area.

Most children can count confidently and show an increasing skill in recognising and using numbers to support their play. For example, the older children are aware of the number order to thirty. Children complete puzzles which develops their mathematical ideas and helps them to problem solve. They sort out the elephants by size and colour. Children demonstrate a strong impulse to explore and investigate, and show interest in why things happen and work. They enjoy the experience of mixing water and cornflour together. However, the staff miss the opportunity to talk about the changes with the children. During daily discussions about the weather children learn about the climate and the seasons. With the resources children build and design things with a purpose and meaning.

Children move confidently and in safety around the setting. They display an awareness of personal space for themselves and for others. Children use the wide range of large and small equipment confidently, with increasing control and co-ordination. For example, they climb and balance, they use bikes and steer around objects. Children display increasing skills when using tools in their play, creative and design work. They demonstrate understanding of good practices with regard to eating and personal hygiene. Children respond excitedly to a wide range of creative activities. They enjoy singing and dancing, use their imagination within their role play and exploring paint and other materials.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals. They are cared for by staff who work well with parents to meet individual needs. All children are fully included in the provision. Children benefit from the positive partnership staff have developed with parents and carers. They settle

well because staff work closely with parents to ensure they follow their home routines. Systems for sharing information about the children's needs and interests are appropriate.

Children gain a sense of belonging to the nursery as they see their art work being valued and displayed. Children have their own coat hook, in which the older children can freely access as they require. Children's good behaviour is appropriately fostered by the staffs sensitive intervention and positive reinforcement. Staff provide good role models for children by being calm and polite. Praise is given freely to children, ensuring that they develop confidence and self-esteem and understand when they have done well. All children are seen to be valued and included.

Younger children are beginning to play harmoniously with each other, through the staff's reassurance and encouragement. Systems are in place for one-to-one support to enable a child to manage their own behaviour. The older children play co-operatively together, they are kind and caring to others. They take turns and share without adult intervention. These children have devised their own house rules, which are displayed. This helps them to understand what is expected of them. The way staff organise the space and resources helps children to take initiative and develop increasing independence. The provision appropriately fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery education is satisfactory. Parents receive quality written information about the provision, its routines and the educational programme. Parents are kept informed about their child's achievements and progress through the informal systems in place. Children do benefit from parents being made fully aware of their child's progress and achievements.

Organisation

The organisation is satisfactory.

Children are cared for in a well-organised environment. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. The recruitment and vetting procedures ensure children are well protected and cared for by staff with some knowledge and understanding of child development. Suitable procedures are in place to protect children from unvetted visitors to the setting. Correct staff ratios are maintained at all times which supports children's care, learning and play. Children are appropriately grouped and they benefit from well-deployed staff, who consistently interact with them and give them effective support and encouragement. This helps children to feel secure and confident. Staff attend training to increase their knowledge and understanding of child development or to keep themselves up to date with current issues. This means that overall; the needs of all children who attend are met.

Leadership and management for nursery education are satisfactory. The management has developed sound aims and values for the provision and have a clear vision for continuing their improvements for children's care and education. The management team is well aware of the strengths and weaknesses for children's education and what needs to be done to improve. Training opportunities and support from the local authority advisors ensure that children are

well protected and cared for. Effective strategies are in place to monitor the provision and practice. The relatively new staff team work well together and are good role models for children.

Improvements since the last inspection

Since the last inspection the nursery have agreed to a number of actions and recommendations. The care for children under 2 years has improved with the rooms being divided with the low fixed partitioning walls. This ensures that the children are in groups of less than twelve. They have also introduced a keyworker system to ensure that children's individual needs are met more effectively. Key staff now work in own rooms with offers consistency for the children and enables them to bond with the staff. Sleeping arrangements have improved with the rooms being divided and children now have own cots and bedding within a set area. This allows children to sleep undisturbed and in safety.

The system for the exchanging of information with parents has improved with the use of the daily care sheets. This ensures that the parents are kept fully informed of what has happened to their child throughout their child's time at the nursery. A communication book has been introduced to record daily information about any child. This ensures that any relevant information is passed on to all staff caring for the children. Detailed complaint forms have been devised and made available to the parents if they have any concerns. These then can be recorded appropriately and made available to the parents upon their request. Social events have been held to build up the relationships with parents and a parents evening is planned shortly. This is to enable the staff and parents to share relevant information about how their child is progressing in their development.

Management and staff have reviewed their child protection procedures to ensure that they are fully aware of whom to contact regarding child protection issues, with reference to informing social services and Ofsted when allegations of abuse are made. This ensure the safety and well-being of all children. Staff have received training about managing children's behaviour with reference to children biting. A policy and procedure has been implemented and shared with all staff. Ensuring they are all aware and consistent in managing children's behaviour. The Early Years have been supportive and have provided a fact sheet of strategies, this is shared with parents. For the children, this ensures that they are getting consistent messages and helping them to take control of their behaviour.

A meeting was held with staff to introduce the new recording formats for accidents, incident and medication. This was to ensure that they fully understood what information they needed to record and to ensure that all records were signed by the parents. The manager and deputy manager regularly review these to ensure that they are signed.

The staff have looked at the play opportunities in all the rooms for the children. They have re-organised the set play areas within each room to make them more accessible to the children, allowing them to make their own choices. Key staff have attended further training to raise their knowledge and understanding around child development. However one of these staff members has recently left. The nursery have received support from the local authority advisors.

Complaints since the last inspection

In November 2005 a complaint was received regarding a number of issues relating to National Standards 1 (Suitable person), 2 (Organisation), 7 (Health), 8 (Food and drink), 12 (Working in partnership with parents and carers) and 13 (Child protection). This involved concerns about a staff member restraining a child, the manager's awareness of the setting's policies, the sharing of information about accidents with parents, the accuracy of lunchtime menus, and the suitability of staff relating to CRB clearance. Ofsted conducted an unannounced visit to the provision. A breach of National Standard 13 was identified and an action was raised that the registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice; particularly with regard to informing Social Services and Ofsted when allegations of abuse are made. The registered person continues to be qualified for registration.

In September 2006 a complaint was received regarding a number of issues relating to National Standards 2 (Organisation), 3 (Care, learning and play), 4 (Physical environment), 5 (Equipment), 7 (Health), 8 (Food and drink) and 12 (Working in partnership with parents and carers). This involved concerns about the care arrangements for children under the age of two, including the area in which they are cared for, hygiene, feeding arrangements, staffing arrangements and communication with parents. Ofsted conducted an unannounced visit to the provision to consider these concerns. As a result of the visit the provider was given the following actions: ensure children under 2 years are cared for in groups of no more than 12 and that staffing arrangements minimise the number of carers for individual children; ensure children under 2 years are provided with a quiet area to enable individual sleep patterns to be facilitated and an area where they can relax; ensure furniture used for sleep purposes is appropriate for its purpose, with particular regard to children under 2 years, and that appropriate safety harnesses are in use; and ensure there is a system in place for the regular exchange of information between parents and staff members and ensure a record of all complaints is maintained. The response to these will be monitored.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the kitchen conforms to environmental health and food safety regulations
- ensure staff encourage the younger children to be confident and independent with reference to meal times
- ensure accident records contain sufficient information about the location of the injury.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staff knowledge and understanding of planning to ensure each individual child's needs are met and they are stimulated and challenged to their full potential (also applies to care)
- ensure assessments of children's achievements are regularly carried out and the information gained is used to plan for the next steps in children's learning and development (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk