



## Papermoon Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY293319
<b>Inspection date</b>	24 August 2005
<b>Inspector</b>	Tina Garner
<b>Setting Address</b>	Mansfield Road, Sutton-in-Ashfield, Nottinghamshire, NG17 4HW
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Papermoon Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 operates from three rooms in purpose built premises, which are situated in the Sutton-in-Ashfield area of Nottinghamshire. A maximum of 134 children may attend at any one time. The nursery is open each weekday from 06:30 to 18:30 all year round.

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 138 children aged from 0 to under 8 years on roll. Of these 10 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 support a number of children with special needs.

There are 21 staff available to work with the children, 11 of which, including the manager hold appropriate early years qualifications. There are currently four staff training. The setting receives support from the Nottinghamshire Early Years Childcare and Development partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in comfortable and suitably maintained premises. They start to learn about the importance of personal hygiene and self-care through following appropriate daily routines, such as washing their hands before snack. Children are protected from infection because staff follow acceptable hygiene practices, for example use of aprons and gloves whilst changing nappies. A well laid out area enables babies and younger toddlers to rest and begin to sit, crawl or walk safely. All are able to rest and be active according to their own needs. Children have daily opportunities to play outdoors, which promotes their health. They move with confidence and are able to negotiate pathways around others as they ride wheeled toys. Whilst a good range of equipment is provided for younger children to develop physically, resources for older children offer insufficient challenge, which limits their potential development.

Children benefit from a sufficiently healthy diet. Younger children are offered drinks throughout the day while older children help themselves to water at any time. They enjoy varied, interesting meals and snacks. These comply with all special dietary requirements to ensure children remain healthy.

Sick children are suitably cared for as appropriate systems have been devised and are followed in practice by staff. However, records for medication and accidents are inconsistently maintained. As a consequence, there are instances when children's welfare is not fully safeguarded.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in bright, welcoming areas where they are secure and adequately supervised. Indoor and outdoor space is organised appropriately, creating a child-friendly environment which enables children to explore confidently. Potential risk to children is generally well minimised due to the appropriate

deployment of staff and suitable use of safety equipment. For example socket covers, safety gates, and safety flooring are all used in areas accessed by the children.

Children learn about what is dangerous and how to keep themselves safe. They learn about fire safety as they practise evacuation procedures. Older children recognise they need sun cream and hats on before they go outside to play.

Children use an adequate range of resources which are kept clean, and in a good state of repair. All equipment is regularly checked for safety and generally suitable to the interests and age range of children who attend. Older children have satisfactory access a varied range of supporting resources.

A good range of documents and procedures are in place to safeguard and promote children's welfare, for example there are clear procedures to be followed in the event of a fire. Staff understand their responsibility to act on child protection concerns and a suitable child protection policy has been devised.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The care needs of children are suitably met. Babies receive lots of cuddles and have an obvious bond with their key worker which increases their sense of well-being. They benefit from routines which are consistent with their experiences at home. They enjoy a suitable range of toys and books, and respond to the sounds and colours with interest. Babies develop some early communication skills as they attract the attention of staff who respond to their sounds during play.

Younger children experience a varied range of activities and experiences because practitioners use Birth to three matters guidance to plan children's play. They use an appropriate range of play materials which are generally suitable to their interest and age range. However resources and play materials are not always utilised well to actively promote stimulating play and learning opportunities. For instance activities within the group rooms are not well maintained by staff, which hinders children's progress.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children's development is assessed regularly, this gives staff a brief summary of children's learning and progress. However, staff are not always clear in their knowledge of where the children have started in their development. Whilst some activities are planned in line with the early learning goals, planning does not give a clear overview of the range of experiences which are provided daily, or the organisation of supporting resources. This limits the challenge set for children across the whole range of activities which are provided.

Children are friendly and show care and concern for others. They enjoy close relationships with staff and each other with some older children forming particular

friendships amongst their peers. Children's independence is well promoted through the provision of appropriately organised resources. They independently wash hands and help to serve themselves at lunch time. Children speak well and are keen to engage adults in conversation, they enjoy sharing views and all join in with favourite songs and rhymes.

Children show an interest in exploring objects and media, such as mixing colours when tie dyeing t-shirts. They start to learn about and understand the world as they use substances like sand, water and collage with junk materials. They enjoy listening to stories and begin to understand that they can make marks on paper to communicate their own ideas. Children begin to reliably use numbers up to and over six when playing simple matching games with staff.

Overall children make satisfactory progress in all areas of learning. Aspects of their focused activities are evaluated and recorded in samples of their work. However, as yet assessments of children's progress are not shared with parents or consistently well-used to plan activities and challenging play opportunities which encourage children to extend their own learning and interests.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's welfare is satisfactorily promoted with regard to working in partnership with their parents. Parents receive an initial prospectus and have access to the policies and procedures relevant to the setting. Basic information is offered to parents regarding children's routines. However, inadequate systems keep parents informed or involved in their children's progress and achievements. This hinders children's progress in the nursery. The partnership with parents of funded children is satisfactory. Acceptable information is provided for parents to support their understanding of the curriculum that children follow. However, opportunities are not provided for parents to be involved in their child's learning, or for them to share what they know about their own child's progress at home. This means that the potential to maximise children's learning is not occurring.

Staff form appropriate relationships with the children in their care. Children respond well to their carers, seeking their help appropriately and allowing themselves to be comforted if they are upset or unsure. Children within the pre-school room are learning to co-operate with their peers, to share and take turns. They understand behaviour boundaries and are involved in negotiating the 'house rules'. However, behaviour incidents which happen in other areas of the nursery are not sufficiently addressed by staff, leaving unwanted incidents ineffectively resolved. This limits younger children's understanding of clear boundaries and acceptable ways to behave.

Children have suitable access to resources which positively represent the wider community. Planned activities are provided which to support their awareness of the cultures and beliefs of others. However, they have fewer opportunities to explore the local environment. Children's individual routines and dietary needs are addressed

satisfactorily. There are adequate systems in place to support children with special needs. Children's spiritual, moral, social and cultural development is suitably fostered.

## **Organisation**

The organisation is satisfactory.

Recruitment and vetting procedures ensure children are suitably protected and cared for by staff with knowledge and understanding of child development. Managers have developed a good range of policies and procedures, which are, in the main reflected in practice to promote children's health and safeguard their welfare. Staff are supported to attend a range of relevant training to further develop new and existing skills. They are suitably deployed to ensure there is a qualified staff member working with each age group in order to promote children's welfare. Staff mainly have regard to the well-being of the children who attend, staff to child ratios are maintained. Overall the setting meets the needs of the range of children who attend.

The leadership and management is satisfactory. The manager spends time within the pre-school and discusses the curriculum planning and assessment for the nursery education funded children. Staff and management recognise the value of systematically monitoring and evaluating how effectively the nursery education programme promotes children's learning. This is not yet done sufficiently well to enable them to clearly identify strengths and areas for improvement. However, they are currently developing methods to put this into practice with support of the local authority.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

## **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 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 records which are maintained of accidents, incidents and medication which has been administered, include all relevant detailed information and that these are consistently maintained with parents signatures
- further improve the organisation and presentation of resources and freely accessible activities to enable children to make clear choices about their play and to ensure children are interested and sufficient challenge is provided [also applies to nursery education]
- ensure staff are able to recognise and use appropriate methods to manage a wide range of children's behaviour and that these methods are discussed with parents.

### **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):

- introduce systems to provide regular opportunities for the mutual sharing of all relevant information between parents and staff which include opportunities for parents to share what they know about their own children's development [also applies to childcare]
- ensure the whole range of daily activities are planned and provided to offer sufficient challenge and meet the needs of all children.

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