

Papermoon Nurseries

Inspection report for early years provision

Unique reference number 253395
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Papermoon Nurseries, Gamston District Centre, opened in 1998. It operates from purpose built, single storey premises in Gamston, Nottinghamshire. There are no steps into the premises. The nursery serves families from the local and surrounding city and county areas. The setting is registered on the Early Years Register to provide 70 places from birth to five years. There are currently 180 children on roll. This includes children who receive funding for early education. The setting does share information in partnership with other Early Years Foundation Stage (EYFS) early years settings the children will attend. The nursery currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery opens Monday to Friday 07.30 to 18.00. It operates 51 weeks a year excluding Bank Holidays, and is closed for one full week at Christmas. The setting employs 15 full-time staff and six part-time members of staff who work with the children. Most of the staff hold appropriate early years qualifications. The nursery is one of six in the Papermoon Nurseries company owned by a partnership and day-to-day responsibility of the nursery is delegated to the manager and staff. The setting are members of the National Day Nurseries Association (NDNA) and receive support from the company area manager and a member of staff from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A stimulating range of experiences are provided for children and the planning and assessment of learning and development is comprehensive. However, there is inconsistent information in observations and whilst positive relationships with parents are formed there is limited formal sharing of children's ongoing progress. An extensive range of well-written policies are shared with parents and procedures are generally followed. A safe and stimulating environment is created and children are happy and thrive during their time in the setting and the inclusion of all children is given high priority. The comprehensive risk assessments assist in safeguarding children, however there are some inconsistencies which result in potential hazards to children and their well-being. Self-evaluation and action plans to develop practice are ongoing, with realistic targets set.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- remove potential hazards to children by ensuring the staff are consistently robust in completing the risk assessment procedures
- ensure staff consistently record sufficient detail in accident and incident records to assist in safeguarding children
- ensure observations consistently contain purposeful information to assist in

planning for the next steps of development and develop the procedures for sharing children's developmental records with parents.

The leadership and management of the early years provision

Staff work very closely with the manager, who spends time in each room and knows all the children well, to create a warm, welcoming environment in which children play and learn. Extensive changes have been made to address the previous recommendations linked to the educational provision for all ages which has resulted in cohesive plans for each individual child and inspiring activities across all areas of learning to a superior standard. Staff are effectively and efficiently deployed and part-time staff are available to cover absences, to ensure ratios are maintained by persons the children know. A comprehensive folder of policies are available for staff and parents, however, some aspects require minor modification to procedures which assist in safeguarding children. All staff are familiar with the child protection procedures and promote children's well-being, although there is limited detail in some records of injuries incurred on site or significant injuries children arrive with. There are detailed risk assessments, however staff are not always vigilant in removing potential hazards to children, although they do address them when drawn to their attention. The risk of cross-infection is minimal as staff effectively promote excellent hygiene practices which also assist in promoting children's understanding of protecting themselves.

The environment is decorated with a considerable variety of children's craft work which contributes to ensuring the premises are bright and cheerful and values children's attainments and enjoyment in activities. Resources in labelled, low-level storage units, including in the baby room, enable children to access them which leads to greater independence and making choices. Inclusion of all children has been appropriately considered, activities adapted, relevant words sought from parents when English is a second language and sign languages used with all children, which promotes an understanding of the needs of others. Effective partnerships with other agencies have been formed to meet the individual needs of children and their carers, and staff have been highly active in forming links with EYFS settings the children will attend.

Parents and carers are encouraged to share what they know about their child by completing comprehensive information sheets on admittance. Through consistent discussions, daily dairies for under two's, or daily sheets for older children, following requests in a parental survey of the provision to provide such detail each day, a very effective partnership is forged. The sharing of developmental records on request is met by staff, as there is no formal sharing of the developmental progress records until children are due to leave for school and permission is sought to discuss with the next setting the child will attend. Parents are invited to share their experiences and expertise in the promotion of children's knowledge and understanding of the world by bringing in food and artefacts relating to festivals and culture, or sending photographs and books, such as those relating to themes including pets or visits to the zoo.

The quality and standards of the early years provision

A key person for each child develops extensive knowledge of their care and learning needs. There is planned, purposeful play and exploration, with a balance of adult-led and child-led activities, for example, the 'mini-beasts' theme which led to animals and children going on holiday, has been developed into both summer and seaside topics. Outdoor play is accessed by all the children on a rota basis each day to create a healthy lifestyle and develop a wide range of skills with a significant range of age-appropriate resources. Older children particularly enjoy the opportunity to dig or water seeds in the newly developed garden area and 'Tweenies' balance and jump with considerable skill off the wide benches. Observation and assessments are substantial to ensure that children achieve in relation to the initial information provided by parents and ongoing progression and capabilities. However, these are not consistently evaluative to use when planning the next steps of progress.

Children develop a positive awareness of themselves and their needs through the good role models of the staff who consistently use praise and encouragement and reward children as 'star of the day' or record a 'special achievement' for all to share. The children are well behaved and respond positively to staff who remind them not to run to activities indoors. Children make decisions regarding their thirst needs and are developing a knowledge of healthy eating as they enjoy fruit for snack and a wide ranging menu prepared by the qualified cook. Children are eager to mark make and many competently copy their name from their name labels. Staff ask open ended questions and children are confident and share their knowledge about animals they see in books and babies eagerly make the appropriate sound, such as 'woof woof' after telling staff the picture is of a dog. Children recall events and confidently talk about their life outside of the group. All children choose books from the extensive range in each room, aware of the correct use of books and how to seek information from them or enthusiastically chant rhymes they know in favourite stories.

Children are supported to develop problem solving and other numeracy skills during well-planned or spontaneous activities, such as comparing the size and shape of zoo animals or count two feet as babies do feet painting. They use tools and building materials with dexterity as they develop imaginary play, serving toy food or competently use a trowel in the garden. They develop a sense of caring for others and include new children in their play who are of different ages or abilities. This extends to creatures of the natural world as they observe the development of chrysalis to moth, handle creatures during a visit from a company with reptiles and spiders, or feed the ducks on the canal during walks in the community. They use a range of battery operated toys and age-appropriate computers to enhance their learning experiences for the future, with accuracy and skill to complete programmes or tasks. Children use a wide variety of textures to create pictures or models during an exciting range of craft activities, including free choice paintings, collage or chalking outdoors. They eagerly engage in role play, dressing up or sorting the wide range of handbags and serve 'food and drinks' to visitors, sharing versatile knowledge about what each item of play food is and where milk comes from for 'tea'. They sing with enthusiasm to songs or request games such as 'The

farmers in his den' or 'The Hokey Cokey', showing great delight in all that they do, as they take turns or dance and shake their bodies.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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