

Papermoon Day Nursery

Inspection report for early years provision

Unique reference number EY293319
Inspection date 30/11/2009
Inspector Angela Howard

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Type of setting Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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. The nursery is open each weekday from 7am to 6.30pm 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 enclosed outdoor play areas which are adjacent to the building. The premises are accessible for people with limited mobility. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 134 children may attend the nursery at any one time. There are currently 186 children from eight months to under five years on roll. Of these, 52 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and disabilities. There are 33 members of staff. Of these, 27 hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association and receives support from Nottinghamshire Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The learning environment is accessible to all children to enable them to freely choose activities, test their abilities and discover new skills within very safe boundaries. Expectations of children are high and thorough initial and ongoing assessments ensure staff are able to plan effectively the next steps in children's learning. Consistent positive interactions help children to feel very safe and secure, and help them to make good progress in their learning. However, some routines do not always engage children fully as they are not totally suitable for their individual stage of learning. Strong links with parents further enhance inclusive practice and the relationship with other professionals is very positive. There is a keen commitment and a good attitude towards self-evaluation, which gives a clear vision for the future of this setting.

What steps need to be taken to improve provision further?

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

- continue to monitor and review routines and organisation of the setting
- continue to strengthen links with others offering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

There are robust procedures in place to safeguard children. Staff have up-to-date knowledge of the possible signs and symptoms of abuse and the appropriate procedures to follow should they have any concerns about a child. There is a clear statement based on government procedures that is discussed with all parents before children attend. All staff and volunteers in the setting are appropriately vetted and robust systems are in place to record the details of any visitors including the purpose of their visit. Children's safety is a high priority at this setting. Staff have a systematic approach towards assessing potential risk and take effective steps to prevent accidents. The use of thorough risk assessments on the premises and before any outings ensure children are safe. Resources and space are used well to support children's learning and help to provide a stable environment for children to access a wide variety of activities independently. However, a small number of children do not always engage effectively in large group activities. Therefore, they lose concentration because their interest is not sustained. Vibrant posters, positive images in the wide range of fiction and reference books and other stimulating resources, encourage children to value diversity. Staff use key words from the child's home language and use signs, symbols and gestures to ensure that all children are fully included in the life of the setting.

There is a strong ethos of reflective practice throughout the setting. The evaluations made about practice, children's activities and snap-shot observation records of children's progress, show how keen the staff are to continually improve outcomes for children. All recommendations made at the last inspection have been completed. Any improvements identified during the self-evaluation process have a positive impact on the overall quality and outcomes for children. Staff have a clear vision for the future and this is supported by well targeted plans, to recognise and respond to children's views, to ensure staff attend relevant training and the continuation of parental involvement leading to improved outcomes for children. One of the key strengths of this setting is the relationship staff have with parents and how they make everyone feel valued and welcome. Staff spend a great deal of time gathering information from parents about their children. The systematic approach to reporting on children's progress ensures they are fully involved in their child's development. Daily care and contact sheets are used well to ensure a two-way flow of information, which develops a strong link with home and ensures children's individual needs are met continually. Parents comment that all staff are approachable, their children are very happy and that their children have made good progress since starting at the nursery. The relationship with other professionals is mostly positive. Staff have attempted to liaise with other settings and been proactive in sending out letters, visiting settings with transition records and attending meetings. However, although they have taken the lead to establish this channel of communication, they still have obstacles to overcome to ensure information is used effectively to promote children's achievements and well-being.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding of the Early Years Foundation Stage and implement it well to promote children's learning and development. They have high expectations for the children in their care. Thorough initial and ongoing assessment identifies what children can do, what they like to do and what they need to do to progress. Staff use this information skilfully to plan effectively to stretch each child's learning and exploration. Every child is treated as unique because staff know each child well and ensure they can all join in and have fun in a wide range of activities, that are planned or adapted to their needs. Children independently access toys that interest them, are beginning to take turns and show kindness. It is wonderful to see babies interacting with each other independently, smiling, laughing and passing toys to non mobile babies. They share rattles and press buttons on cause and effect toys to make lights flash and music play. The non mobile babies follow with their eyes each movement of the older babies and smile in pleasure, giggling as they make eye contact. Staff help promote independence well as they encourage children to make choices. Children take the lead from an early age for their personal care and are developing a good sense of responsibility as they help to tidy away.

Children love coming to the nursery and are making good progress in their learning. They are self-assured in their play and are eager to try out new experiences. Older children are eager to mark make and are showing increasing control as the marks are recognisable. They write letters to Santa and in role play make lists, record telephone conversations and draw maps. Displays show children have made pictures of themselves, Santa, flowers they have grown and pictures of their family. When playing with interlocking tubes, children imagine the robot dogs they have made are super heroes. They play with vivid imagination acting out how their super hero saves the planet from aliens. In the small world activities they act out home events, such as cooking dinner, going to work and taking the children to nursery. To further encourage children to share information about home and events in their lives they take home a teddy bear. They take him on holiday, on visits, to family occasions and take photographs or talk about it on their return. The toddlers explore water play with great enthusiasm. They try to grasp the water and study how it moves and become excited as they splash with their hands to make bubbles. They show curiosity as they pour the water into the wheel and watch it move faster and faster. Toddlers show amazement at how the rolling pin makes patterns repeating the action over and over again. When building with large bricks they are beginning to name the colour of the bricks and separate them into yellow and red bricks. Babies are confident, happy and eager to play. They are becoming very independent as they self-select toys and move around freely from one activity to another. They love new experiences and show delight when they take part in a craft activity, such as foot printing. Creativity is nurtured well as the activities and experiences are varied, imaginative and meet the individual needs of children consistently. Children seek out familiar staff for comfort when upset, tired or restless, and staff interact effectively to comfort and distract the children who soon settle. This results in children feeling secure, stimulated and engaged in purposeful play which helps to develop strong skills for future learning.

Children enjoy lots of activities to help them think about being healthy and how to stay safe. They love active play time outdoors in the fresh air, balancing on equipment, making an obstacle course and riding on the toys. At music time children move their bodies well to music, stretching, clapping, stamping feet and moving arms to stretch up and down. They become excited and move with gusto to favourite songs and rhymes. The well balanced and nutritious range of food offered raises children's awareness positively about the importance of healthy eating. Older children are encouraged to brush their teeth after lunch and all children recognise the importance of good hand washing. Children are beginning to develop a good awareness of how to achieve the balance between freedom and setting safe limits. Consistent reminders about rules help children to take responsibility for their own safety. Older children can discuss the potential danger of strangers and explain they can talk to the inspector because she is wearing a nursery badge. Good adult supervision and clear explanations of safety procedures ensure children are kept safe from harm.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met