

# Papermoon Day Nursery

Mansfield Road, Sutton-in-Ashfield, Nottinghamshire, NG17 4HW

<b>Inspection date</b>	15/08/2013
Previous inspection date	09/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Babies and children are very happy and settled in the nursery because there are good arrangements in place to make sure they build strong attachments with their key person. For example, there is a successful programme of visits and 'settling in' sessions before they start at the nursery.
- Children are well-prepared for their next stage in learning. This is because individual support is given to children to help them settle in, move between rooms and transfer to their next schools.
- Children's language development is given high priority. Practitioners use effective techniques to ensure that all children, including those with English as an additional language, are developing their language skills.
- Partnership with parents is very good because there are effective arrangements in place to ensure a two-way flow of information. This means that there is a united approach to meeting children's individual needs and helping them develop relevant skills for the future.

### It is not yet outstanding because

- There is scope to re-organise some of the resources in the pre-school room to support children's already good independence skills and stimulate their interest further.
- Practitioners do not consistently use everyday routines and play opportunities, such as mealtimes or water play, to further extend children's skills in mathematics.

## 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 observed children during activities indoors and outdoors.
- The inspector carried out joint observations with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Joanne Gray

## Full Report

### Information about the setting

The Papermoon Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Sutton in Ashfield area of Nottinghamshire and is one of seven privately owned nurseries. The nursery serves the local area and is accessible to all children. The nursery employs 19 members of childcare staff, all of whom hold appropriate early years qualifications.

The nursery opens Monday to Friday for 51 weeks of the year, closing for one week over the Christmas period. Hours of operation are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 140 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. The nursery is a member of The National Day Nurseries Association.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop further opportunities for children to use numbers in everyday play and routines, in order to strengthen the already good programme for mathematics
  
- review the organisation of resources in the pre-school room to stimulate children's interests further by, for example, limiting the number of books in the book corner, changing them regularly and supplementing with story baskets; removing some of the resources in the creative area, so children can find things more easily; adding real objects to the home corner.

## Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and know that children learn through play and first-hand experiences. They plan activities and opportunities around the children's interests, while taking into account their next steps in development. Practitioners working with the youngest children concentrate on their prime areas of learning. Detailed observations and assessments, summative reports and the progress check at age two are all completed well. This demonstrates that children are

making good progress towards the early learning goals and are learning a good range of skills in readiness for school. Parents are involved in their children's learning from the start, are regularly updated about their progress and are asked to contribute to their assessments. For example, they are invited to parents' evenings and receive a progress checks every 12 weeks. Practitioners also share ideas with parents to help them extend their children's learning at home.

Babies and children make decisions for themselves and are becoming independent because they can self-select from a wide range of stimulating and challenging activities across all areas of learning. However, some areas in the pre-school room are not as well organised as others and are used less because children are not as stimulated to play and explore in them.

Children are developing a good understanding of the natural world because practitioners grow vegetables with them in the outdoor areas. They explore the tomato plants with the children and encourage them to notice the smell they leave on their hands. Babies enjoy filling watering cans and watering their tomatoes. Practitioners are good at following children's lead in their learning and this means that they are motivated to learn and engage well. For example, toddlers put pebbles in the water tray outside and practitioners talk to them about the 'plop' they make when they hit the water. Toddlers repeat the process over and over and become deeply engrossed in the activity.

The language development of babies and children is fostered extremely well because practitioners use the 'OWL' approach and observe, wait and listen to children. This means that children have time to process their words before practitioners speak to them again. Children are good communicators and listen well in large groups because practitioners sing an action song with them to 'get rid of all the wiggles' before they begin. Practitioners also talk in a quiet voice and explain why it is important to listen to instructions, so they know what to do next. Children confidently take it in turns to share their news with the group. Their literacy skills are extended as they listen in a small group to a story and the practitioner points to the words as she reads them. Children recognise the initial letters of their names and compare them with the other children. Children practise their writing as they make cards for their friends and practitioners help them to spell the words by asking them what they sound like.

Children with English as an additional language have the confidence to learn English as they have their own languages valued in the setting. For instance, there are signs around the nursery in different languages. Practitioners have also learnt some key words in the children's home language and one of the parents has volunteered to give them some lessons to widen their vocabulary further. Children learn about similarities and differences between themselves and others because they look at the photographs of their families that practitioners have displayed on the wall. Children have independent access to computers and compact disc players, so they learn to use technology.

Children's mathematical understanding is developing because practitioners talk to them about shapes in the environment. For example, they talk about the difference between a circle and a semi-circle. Practitioners encourage toddlers to count the number of windows on the boat and point to them to help with one to one correspondence. However,

practitioners do not always utilise opportunities during the daily routine to further extend children's mathematical awareness. For example, as children sit down for lunch, they do not actively encourage them to count how many people there are, or how many bowls they need.

Babies have lots of space to practise their physical skills. For example, they enjoy pulling themselves up on the furniture and crawling around the room. Practitioners provide push along toys to help them develop their walking skills. Toddlers enjoy chasing the bubbles, a practitioner blows for them and laugh when they pop them. Children show they have vivid imaginations as they become thoroughly engaged in role play activities with their friends. They play in a castle and one pretends to be a giant, chanting 'Fee, fi, fo, fum' and chasing after the other children. They are having a 'pyjama day' at nursery and pretend they are having a sleepover. Practitioners extend their imagination further as they find some beds and blankets for them to sleep on and read them a bedtime story.

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

Practitioners greet children warmly when they arrive and children settle well and play happily, showing they are secure in the nursery. The babies and toddlers have their family photographs on display around the room, so they have a sense of belonging to the nursery. Children have strong attachments with practitioners because there is a good key person system in place. Practitioners get to know children and their parents well before they start because they attend for plenty of visits and settling-in sessions. This means that children's needs are met from the beginning and they are confident and self-assured as a result. Children are well prepared for moving rooms because they have lots of visits before they change. The open-plan nursery also means that younger children are familiar with their next room before they move. They are also supported well for their move to school, because teachers come to visit them in the nursery. This helps reassure the children about their next steps in learning and means that teachers get to know about children's personalities and needs.

All children can move freely between the outdoor and indoor environments for the majority of the day. This means that they are developing good independence and have plenty of opportunity to learn about the importance of physical exercise. They also go on regular walks around the local community. Children learn to take risks as practitioners support them to walk on a wooden beam outside and show them how to balance by holding out their hands to the side. They soon have the confidence to repeat the task without help. Children are learning about the importance of a healthy diet because they are provided with a good range of healthy meals and snacks. Meals are freshly prepared on site by the nursery cooks, who have recently gained five stars for hygiene from the environmental health department.

Children's behaviour in the setting is good because practitioners are good role models and have consistent boundaries in place. For example, they remind them that they need to share toys with their friends and be gentle. Therefore, children play well together and are forming positive relationships with their peers. Children are learning to keep themselves safe because practitioners remind them to 'use their walking feet' indoors. They take care

of their own personal hygiene as they wash their own hands before meals. In addition, toddlers use paper towels to wipe their faces after they have been splashing in the water tray outside.

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

Children are well safeguarded in the nursery because all practitioners have been trained in child protection and know the correct procedures to follow should they have any concerns. The building is a safe and secure environment because there is a fingerprint access system fitted, so only those authorised to collect children can do so. In addition, the reception is well monitored and visitors and parents are reminded not to use their mobile telephones in the nursery. Sound recruitment, vetting and induction processes ensure that all those working with children are suitable to do so and understand their role as soon as they start. The nursery is very flexible with parents and accommodates a range of varying shift patterns for them. Because of this, the manager carefully plans her staffing requirements well in advance to ensure correct ratios are maintained at all times. Children's safety is given high priority in the nursery and practitioners carry out daily checks on the environment to make sure that it is safe for them. The nursery also employs someone to carry out maintenance in and around the building, so any repairs are soon completed. Accidents are well recorded and parents are informed of any accidents and asked to sign the accident sheet when they collect children from nursery. The manager, her deputies and many of the practitioners hold a current paediatric first aid certificate, so there is always someone available to attend to children in necessary.

Practitioners have a secure knowledge of how children learn and they plan stimulating and challenging experiences for their key children. The manager works alongside practitioners, so she too knows the children well. She collates the information from every child's 12 weekly progress review and uses it to make sure there are no gaps in particular areas of learning. This also means that she has a good overview of children's learning and development. All practitioners have regular supervision and work with the manager to review their practice and identify training needs. Practitioners attend a variety of training courses and enthusiastically share their new skills and ideas with others to enhance the range of activities available for the children.

Partnership with parents is very effective because practitioners establish effective relationships with them from the start. Parents speak very highly of the nursery and say practitioners are 'brilliant' and know their children really well. They feel welcome in the nursery and enjoy attending parents' evenings and fundraising events. They are provided with lots of information about the nursery on colourful displays in the entrance hall, for example, a display about healthy eating, the nursery's four weekly menus and one about childhood illnesses. In addition, parents are asked to contribute their ideas for improving the nursery by completing regular questionnaires. The nursery works well with other professionals to support children with special educational needs and/or disabilities. This means that all children make good progress in their learning given their starting points.

### **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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY293319
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	906002
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	134
<b>Number of children on roll</b>	140
<b>Name of provider</b>	Papermoon Nurseries (Mansfield) Ltd
<b>Date of previous inspection</b>	09/02/2011
<b>Telephone number</b>	01623440011

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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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