

Papermoon Day Nursery

Mansfield Road, SUTTON-IN-ASHFIELD, Nottinghamshire, NG17 4HW

Inspection date	02/12/2013
Previous inspection date	15/08/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are motivated and enthusiastic in their play. They explore and investigate with interest. This is because staff plan activities and prepare the environment to build upon children's interests.
- Children behave well and staff act as good role models. For example, they use consistent praise and encouragement and opportunities are planned for children to appreciate the rules and boundaries.
- Safeguarding of children is good because the staff know the procedures to follow in the case of a concern. The safeguarding policy is in place, reviewed and updated regularly. Safety is maintained as the premises are secure and staff are vigilant about access.
- The setting is led and managed effectively. The manager strives for continuous improvement of the provision to meets the needs of the children attending. She ensures that staff are supported in their training and professional development.

It is not yet outstanding because

- There is scope to further enhance the already good relationships with parents, to have a more active role in sharing and extending children's learning in the home, with a particular emphasis for those parents who may be reluctant to contribute.
- Children's ongoing literacy development is not always fully optimised during free play activities so that they benefit from consistent opportunities to practise making marks for a purpose.

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 completed a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector observed child-led and adult-guided play experiences in the five play rooms.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

Papermoon Day Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in 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. It operates from five rooms and there is an enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 and level 3. One member of staff has a level 5 qualification. The nursery opens Monday to Friday for 51 weeks of the year, closing for one week over the Christmas period. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 130 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.

What the setting needs to do to improve further

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

- extend the already good strategies to effectively involve those parents who may be more reluctant to engage in their children's learning and development
- enhance and extend children's early writing skills, for example, by providing increased opportunities for children to make marks for a purpose during child-led play.

Inspection judgements

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

Overall, teaching is good and the room leaders demonstrate outstanding practice. On entry to the nursery, staff seek detailed information about the child's achievements and development from parents. It is this 'All About Me' information, along with initial observations, that enables staff to identify an accurate starting point for each child. All staff have a secure knowledge of how children learn through play and the individual needs of each child and this is evident in their precisely tailored planning systems. Planning identifies adult-guided opportunities for individual children, dependent upon their next steps identified in their learning. In addition, staff make regular spontaneous observations of the children in their play. This ensures that children are adequately challenged and are

moving forward in their learning. Regular termly reviews are completed; including checks at the age of two, to ensure that concerns are identified early and intervention can be put in place as soon as possible.

Children throughout the nursery make good progress in all areas of learning. Babies have an enjoyable time as they play 'Peek-a-boo' through a tunnel. Staff extend the activity further as they encourage babies to reach out for a popular ball. They use the activity to develop physical skills as babies begin to crawl through the tunnel. Staff in all rooms use timely sections of the routine to provide children with group activities that help them prepare in readiness for school. For example, as the room is prepared for lunch, children sit together and listen to a story. These listening and attention skills are an important part of being together and respecting each other's voice. Staff set up an interesting 'snowscape' for children to explore their ideas and talk about what they can feel and see. Staff use their skills effectively to engage with children and enhance their language and communication by asking them open-ended questions. They also ensure children are given plenty of time to respond. For example, during the discovery play, staff encourage children to express how the differing textures feel in their hands.

Following a recent training course attended by baby room staff, babies and younger children enjoy exploring new textures because staff provide treasure baskets with a range of resources. These include, wooden objects, ribbons, jewellery and socks which provide different textures to support children's tactile and exploratory development. As a result of the training, the manager and staff are cascading the valuable thoughts and ideas that were introduced and incorporating these throughout the nursery. Children go outdoors freely, they collect leaves, bring them indoors and get creative by painting and printing with the leaves. Staff show the children how it is done and the children eagerly copy, smiling at the results. Children's physical skills are challenged as they balance on the wobble beam and sing a popular rhyme, wobbling like a jelly. Staff further support their jumping skills as the children take it in turns to listen to the rhyme and jump like a frog off the beam. Children develop their skills when using technology through the use of a torch as they wind it up and press buttons. Younger children enjoy toys with various flaps, buttons and simple mechanisms, which they confidently operate. For example, a pretend camera promotes language as the child seeks staff to show her what to do, 'Smile please'.

The manager and staff understand the importance of working closely with parents if any child has special educational needs and/or disabilities or English as an additional language. Pre-school children enjoy learning Polish each week as a parent comes in and interacts with them. This not only broadens children's understanding of the wider world, it also values children's home language and builds self-esteem. This year, the Christmas performance will be narrated in English and Polish. Written termly reviews provide parents with activities to support their child's learning at home. Parents' evenings further provide carers with an opportunity to discuss their child's learning and development. However, there is scope to develop this relationship to enable all parents, particularly those who are more reluctant to contribute, to share and extend children's learning in the home. Above all, children enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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

A good key worker system is successfully implemented and enables children to form a strong bond with their key person. For example, the child's key person predominantly carries out personal care routines. As a result, children develop a strong sense of belonging. Every key person knows their children well and can clearly demonstrate how they are helping them to move forward and make progress. Staff in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Older children are quick to seek out staff for attention if they need reassurance. Settling-in sessions are individual and flexible to suit each child and their families. Each room has delightful displays of children's work. As a result, they have a sense of belonging and self esteem. Children behave well because the nursery has established rules based on kindness, safety and respect. Staff consistently encourage them to remember the rules and children respond and recall them easily. For example, children remind staff, 'What about kind feet?'

The nursery is well maintained with a good range of high quality resources. Staff organise the nursery well and ensure children can easily access a broad range of toys and equipment in all rooms, resulting in them being active and independent learners. For example, babies help themselves to toys of their choice from low-level storage baskets. Children join in activities with enthusiasm and enjoy their time in the nursery. However, opportunities for children to practise early writing skills are not maximised. For example, the pens, paper, crayons and brushes are stored in a unit that is easily accessible, yet children tend not to use them spontaneously to support their play. Children's independence is encouraged with regard to their personal care needs through the routines that are in place, for example, using the bathroom and washing their hands at appropriate times throughout the day. Staff support children with toileting as needed and children's personal care needs are met well throughout the day. Staff are supportive of all children to ensure their independence is continually nurtured. The manager understands the impact that providing children with a healthy meal has upon their well-being and subsequently, upon their ability to be effective learners. Children's good health is promoted because a well thought out four week healthy menu is provided for the children and meals are home-cooked on the premises. Therefore, children are well nourished and ready to learn. Staff seek detailed information from parents about particular dietary requirements, which are recorded and respected.

Children thoroughly enjoy free access to the outdoors. They are able to climb, balance and run freely as they skilfully avoid obstacles. They explore and use tools in the sand tray. This helps them to develop large muscle skills and coordination. Accidents are appropriately dealt with and recorded. Additional information explains to parents the signs to be aware of if a child receives a bump to the head. Accidents are monitored to ascertain if there is a pattern of reoccurring accidents and these are added to the risk assessment to further ensure children's safety at all times. Staff gently explain any dangers to help children understand about keeping safe. Strong links are established between staff and reception class teachers and this ensures children are well prepared as they move onto school. Detailed reviews are prepared for their transfer and as a result, their well-being is effectively supported in addition to their learning. A photograph album

of areas within some feeder schools is used well so children are already familiar with surroundings before they transfer.

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

Safeguarding is given a suitably high priority. This is clearly embedded within the setting as all staff have a clear understanding of the signs and symptoms of abuse and what action to take should they have any concerns for a child's welfare. Useful information is displayed in each room and in the entrance hall regarding safeguarding. This means that staff and parents have a quick reference guide if they are in any doubt about policies or procedures. Management follow correct procedures where any issues arise and this includes taking appropriate action against staff if needed during any internal investigations. Good vetting and recruitment procedures are in place. For example, prospective employees are formally interviewed, observed during practice and only when successful, enter into a six month probationary period. Before employment commences, checks and references are carried out to identify the suitability of the new staff member. Staff performance is monitored through efficient use of observations and one to one discussions. The outcomes from these interactions is used to identify staff training needs. They are then supported to attend relevant courses, in order to improve their knowledge and skills. Staff have clearly forged close working relationships, which enables them to work very well as a team. This helps to create a positive welcoming atmosphere.

Children's safety is further promoted with daily safety checks and risk assessments of the premises. Entry and exit procedures are effective in ensuring that only known persons access the setting. A fingerprint entry system allows staff to monitor entrance to the nursery, ensuring that all visitors and parents to the setting are identified before being allowed access to the children. As a result, only known adults can gain access, supporting children's welfare. Regular staff meetings are held, allowing the manager to discuss any key issues and for staff to air any concerns they may have. Self-evaluation is used to assess and review the nursery's strengths and areas for development. This supports the ongoing improvement of the nursery and consequently, the outcomes for children. Significant improvement has been made since the relatively recent last inspection with all previous recommendations successfully met. As a result, children are benefiting very well and all requirements for the Statutory framework for the Early Years Foundation Stage are met. For example, mathematical skills now form part of everyday routines and adults include mathematical language in conversation, 'You put your Christmas tree up...Is it a big one, a middle-sized one or a small one?' Furthermore, the pre-school room has undergone a noteworthy re-organisation, resulting in children's independence and interest being clearly stimulated.

A wealth of valuable information is displayed in the nursery foyer and entrance hall, which fully informs parents about the Early Years Foundation Stage, the organisation of the nursery and tips and advice. Effective partnerships are in place with parents. Information is exchanged in various ways helping parents keep up to date regarding their child's progress in their learning and development and general events within the nursery. For

example, informal parents' evenings, daily communication sheets/books, newsletters, this ensures all those involved with the child are kept informed. Parents spoken to during the inspection spoke highly of the care their children receive and the strong communication that is in place. They feel staff are approachable and meet the needs of their children very well. The nursery works highly effectively with others, such as health professionals and specialist workers. They are actively involved in attending multi-agency meetings to maintain effective communication and support children's safety and well-being. Consequently, robust systems support any specific requirements and the identification and inclusion of any child with special educational needs and/or disabilities. The manager regularly and effectively monitors the educational programmes to ensure that children make good progress and that activities are interesting and suitable.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY293319
Local authority	Nottinghamshire
Inspection number	945272
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	134
Number of children on roll	130
Name of provider	Papermoon Nurseries (Mansfield) Ltd
Date of previous inspection	15/08/2013
Telephone number	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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