

Paint Pot Day Nursery

Inspection report for early years provision

Unique Reference Number	228919
Inspection date	10 January 2008
Inspector	Jan Burnet
Setting Address	2 Walmley Ash Road, Sutton Coldfield, West Midlands, B76 1HY
Telephone number	0121 351 3835
E-mail	
Registered person	Lindsey Michelle Smith
Type of inspection	Integrated
Type of care	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.

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?

Paint Pot Day Nursery in the Walmley area of Sutton Coldfield opened in 1987 and is one of two nurseries owned by the same provider. The premises are a converted house with four playrooms on the ground floor and two rooms on the first floor. The nursery is open throughout the year, except for bank holidays, Monday to Friday from 08:00 to 18:00. All children share access to a secure enclosed outdoor play area.

A maximum of twenty-five children aged under five years may attend the nursery at any one time. There are currently 37 children aged from six weeks to four years on roll. Of these, 14 children aged three years and one aged four years receive funding for nursery education.

The nursery employs 10 staff, including the owner, and of these nine are qualified and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are gaining an awareness of appropriate practice with regard to personal hygiene and their independence is encouraged. The risk of cross-infection is minimised because parents are aware that their child should not attend if he or she has a contagious illness and that they will be contacted if the child becomes ill. Children's best interests are served in case of minor accidents within the setting because most staff members hold in-date first aid certificates. However, their best interests are not served should emergency medical treatment be necessary because written consent from parents has not been obtained.

Children are provided with three meals daily and morning and afternoon snacks. Lunch is a substantial nutritious meal and fresh food is cooked daily. The setting received a gold award following a recent Environmental Health inspection and routines to ensure that food is safe are good. Children gain skills and confidence with regular use of outdoor climbing and sliding equipment. Their emotional needs are addressed appropriately with staff support and encouragement.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy activities in a welcoming environment. Play activities are organised on the ground in four rooms for children aged from approximately 18 months to four years, and on the first floor there is a play room and a sleep room for babies. Play equipment is safe and in a good condition. Risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and satisfactorily addressed. Risk assessments have been drawn up and are regularly reviewed.

Children are learning how to keep themselves safe, for example they know that they should walk inside the nursery so that they do not knock into each other and they explain that when out walking they hold hands and look and listen when they cross the road. Policies and procedures are appropriately applied by staff to support children's safety. Children are aware of the evacuation procedure as it is practised once in every six months or when new staff are inducted. Children are safe from unwanted visitors and could not leave the nursery unsupervised because security is addressed well. A password system is used for the collection of children. Their welfare is satisfactorily protected by members of staff who have a working knowledge of abuse and neglect and are aware of their responsibilities with regard to referral if concerned about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in the suitably stimulating environment created by staff. They select resources and get involved in activities. Children make satisfactory progress because staff use their knowledge of child development to challenge children effectively. Key workers record observations and complete assessment records and some staff use information to plan the next steps for children in their group.

Children are supported satisfactorily by staff. On the ground floor children spend a period of time each morning and each afternoon in three designated rooms with their key worker. A fourth room is used for art and craft and 'messy' activities. At other times the rooms are used for imaginative play, games, and for construction, puzzles and small world. At these times the children are able to choose to play in any of the four rooms. Babies explore resources that promote the development of their senses and their emotional needs are well met. Children aged two years begin to learn colours and shapes and develop an awareness of numbers as they are encouraged to count as they play. Resources and activities for all children promote the development of manipulative skills. Some older two-year-olds are beginning to recognise shapes and numerals.

Nursery Education.

The quality of teaching and learning is satisfactory. Three- and four-year-old children access an adequate range of resources, which support their learning across the six areas. In the designated room for pre-school children, graphics resources are available at all times and pencil control is developing well. They learn to recognise their names as they select cards for self-registration and to find their place at the table at lunch time. However, opportunities to develop an awareness of the link between sounds and letters are limited and group times usually involve all children aged from 18 months and so pre-school children are not able to share news, discuss stories and learn to speak in turn and listen to others. Children behave well and play cooperatively. They are aware of expectations with regard to behaviour and are learning to share and take turns.

Children competently use small equipment and tools as they use a knife and fork to cut their own food at lunch time and have daily access to tools including scissors. Regular use of the outdoor area helps children to develop climbing skills and they develop control of their bodies whilst moving imaginatively to music. Children name shapes, count throughout the day and they are learning to recognise numerals. They sing '10 in the bed' and props are used effectively for counting, identifying numbers and calculation as children count how many are left each time one is taken away. All children have opportunities at the beginning and end of the day to choose art and craft and imaginative play activities set out by staff in two of the four rooms, however at times when three- and four-year-old children are grouped together with their key worker these activities are not freely available and potentially this impacts upon children's creative development. Opportunities for children to freely explore and investigate are very limited and are adult-led.

Three- and four-year-old children experience a satisfactory range of activities that promote learning and aid their development. Planning is adequate and includes learning objectives and how activities are adapted for younger and older children. Some observations are recorded, but assessment is not currently used effectively to identify where each child is at along the stepping stones that lead towards the early learning goals and planning does not include next steps for individual children.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and their individual needs are known and appropriately met by staff. They gain an awareness of diversity because they have access to resources that reflect positive images and in order to appreciate and value each other's similarities and differences they celebrate different religious and cultural festivals through the year. Children are learning to

Speak French with a teacher who attends once a week. Currently there are no children on roll who have learning difficulties or disabilities but the special educational needs coordinator has attended a range of training courses and is aware of her role and responsibilities, specifically the importance of working with parents and other professionals to meet each child's needs. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Consistency of care for children is addressed with adequate written and verbal communication. Admission forms are thorough and all parents are asked to complete a basic entry profile. In the past, meetings to discuss progress have not been welcomed by parents and so have not been offered to parents of children currently attending. Parents are informed that assessment records are kept by staff and are invited to look at them at any time but information from parents is not used to inform planning for their child and potentially this has an impact on the progress that children make. Information on complaints is displayed but does not include revised regulations, October 2005, with regard to the provider's response to written complaints and parents' rights to access records. Potentially, this compromises the overall quality of the service provided.

Children behave well and play cooperatively. Throughout the nursery staff promote positive behaviour as they praise and encourage children. Awards are given to children for being helpful, polite, trying hard, helping others, being kind and sitting quietly. Staff are consistent and any inappropriate behaviour is explained at a level appropriate for the child's level of development.

Organisation

The organisation is satisfactory.

Children are cared for in a welcoming environment and space is adequately organised to enable them to experience a suitable range of play activities. The provider ensures that children's education is satisfactorily promoted by staff. Children's welfare and care are supported with staff implementation of the setting's policies and procedures. Most legally required documentation is in place.

The leadership and management of early years education is satisfactory. The owner is the supernumerary manager and so is available to be part of the childcare team when needed. Pre-school staff, recently recruited, demonstrate a basic awareness of the Curriculum guidance for the foundation stage and support is provided by more experienced members of the staff team. Resources and activities generally meet children's needs and promote learning. Recommendations raised at the last care inspection have been satisfactorily addressed. A nursery education key issue has not been fully addressed due to the organisation of key group times. Staff monitor and evaluate care and education as they seek advice from a local authority teacher mentor and other professionals.

Overall, children's needs are met.

Improvements since the last inspection

At the time of the last care inspection three recommendations linked to paperwork were made. The provider was asked to develop a lost child policy, ensure that parents sign medication records and ensure that attendance records for children, staff and visitors are accurately maintained. Children's health and safety are addressed as this documentation is now appropriately maintained. The provider was also asked to ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health

requirements. Food hygiene is now addressed well as the cook, the provider and five staff members have completed food hygiene training.

At the time of the last nursery education inspection the provider was asked to ensure that children are allowed free choice of a wider range of toys and equipment. Children are able to choose from a wider range of toys when all children aged from 18 months to four years play together, but when the pre-school group play together in their designated room, choice remains limited.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- request written parental permission to seek emergency medical advice or treatment
- review the complaints procedure to include revision to criteria 2005.

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):

- develop systems for using observation and assessment, and information from parents, to plan the next steps towards the early learning goals for all children
- develop opportunities for children to develop the link between sounds and letters and to extend thinking, speaking and listening skills at group times
- develop opportunities for children to explore, investigate and access art and craft and imaginative play materials whilst in their key worker group.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk