

Little Paint Pot

Inspection report for early years provision

Unique Reference Number	228911
Inspection date	30 January 2008
Inspector	Christine Holmes

Setting Address	69 Whitehouse Common Road, Sutton Coldfield, West Midlands, B75 6EY
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Registered person	Lindsey 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 inadequate – enforcement action. The registered person does not meet 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?

Little Paint Pots Nursery was registered in 1998. It operates from premises in Sutton Coldfield, West Midlands. The children have access to an outdoor play area. The setting is open from Monday to Friday all year round, except for bank holidays and one week over the Christmas holiday. Opening times are from 08:00 until 18:00.

The setting is registered to care for 31 children at any one time. There are currently 38 children on roll who attend for a variety of sessions. Of these, nine children receive funding for nursery education.

There are seven staff who work with the children. Of these, five hold relevant level 3 child care qualifications and one holds a level 2.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's good health continues to be seriously compromised. Their welfare is still not fully safeguarded because arrangements to obtain prior permission from parents before administering non prescribed medication are not in place. Whilst there have been some improvements in hygiene practice regarding the changing of cot sheets, overall, hygiene standards are still inadequate to ensure children's good health is protected. Procedures are not rigorous enough to ensure outdoor toys and toys and resources in the baby room are clean and that the storage of babies' dummies is hygienic. Established routines ensure children wash their hands and older children take part in projects where they look at the importance of hygiene routine including brushing teeth. However, children are still unable to access warm water to wash their hands.

Children's dietary needs are met in partnership with parents and any specific requirements are suitably met. Children develop good appetites and enjoy sociable mealtimes. They take part in projects to increase their awareness of healthy options and some of the snacks and meals provided by the nursery include healthy and nutritious options such as vegetables, fruit and pasta. Children are provided with regular drinks throughout the day which help to ensure they are well-hydrated.

All children in the nursery are benefiting from spending time outdoors. Parents are encouraged to bring Wellington boots, warm coats and hats to nursery so that children can enjoy the outdoors throughout the year. Children clearly enjoy and benefit from spending time playing in the stimulating outdoor play area where they are developing a variety of physical skills and enjoying the fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety continues to be compromised due to the inadequate maintenance of the premises and a lack of rigorous safety routines. Whilst some specified hazards from the last inspection have been attend to, procedures to ensure the ongoing suitability of the premises and equipment are still not rigorous enough. Environmental Health recommendations are still not met in respect of proving suitable warm water for children to wash their hands. Currently, the water is too hot which presents a scalding hazard to children. In addition, no action has been taken to make safe recently exposed crumbling plaster on the inside walls or flaking paint on the outdoor walls, both of which are in reach of children. Furthermore, daily safety checks of the outdoor play area do not identify the potential hazard of stagnant water in children's play equipment.

Children are welcomed into the setting by staff that are on hand to greet them and talk to their parents. There are numerous displays of children's creative work and some photographs of children at play. Children have personal equipment, for example their own drawers to store their work. This helps children to develop a sense of belonging. Children enjoy moving independently between the three sectioned play areas during 'Together Time' and they take some part in selecting toys they play with at 'Family Time'. This contributes to children making some choices which helps to foster their ability to follow their own interests and initiate their own play.

Children are suitably safeguarded. The setting has devised a suitable written policy and procedure which is shared with parents and staff have a sound knowledge of signs and symptoms and of reporting procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children benefit from the kind and caring approach of all staff. Children form attachments with their key worker which helps them to settle and build further relationships. This helps to foster their self-esteem and confidence. Staff in the baby room spend time interacting with the children encouraging them to progress in their development. For instance, children are encouraged to build towers, blow bubbles and look at the pictures in books. Older children are benefiting from a wider, more stimulating range of play opportunities. For instance, during the weekly 'Rhythm and Rhyme Time' they listen to and replicate the sounds of birds such as cuckoos, eagles and owls. They respond to music and show great enjoyment as they as they drum, shake the tambourine and bang the triangles, quietly, loudly, slowly and quickly to the music of an orchestra. During 'Together time' and outdoor play younger and older children are able to play together and make choices and initiate their own play. They spend time together playing with a wide range of activities which help to maintain their interest. For example, children play in sand which allows them to explore and experiment. Staff engage with children asking them questions which encourage children to express their thoughts and feelings. Outdoors children take part in a range of play including imaginative play in the play house and with small world resources. They become engrossed in their play as they kick the balls, hit balls with bats and make sounds by banging the wooden spoons on the specially designed colourful bowls. Laminated pictures around the outdoor area and staff's interaction effectively help to prompt and encourage children's play. However, during 'Family time' children still have limited opportunities to make choices and initiate their own play.

Staff are beginning to use observations and assessments of children's progress to inform planning, but this is not yet fully effective in identifying and supporting individual children's next steps in learning.

Nursery education

The quality of teaching and learning is satisfactory. Staff have a sufficiently sound understanding of the Foundation Stage. Planned activities have clear learning intentions which are linked to the stepping stones to support children's development in the six areas of learning. Activities effectively stimulate children's interest and help them to progress. Staff use observations to inform assessments of children's progress. However, children's individual next steps in learning are not comprehensively identified or used to fully inform planning. As a result, the learning intentions of some activities are not well matched to children's ability which limits children's learning. In general during outdoor play and together time the environment supports all the six areas of learning. However, during family time children are not benefiting from an environment where they can initiate their own play and consolidate their learning in all the six areas of learning. This does not ensure achievement is progressed to children's full potential.

Children show interest and are keen to engage in play and learning. When able, they are confident to move around the environment choosing what they want to play with. They maintain suitable levels of concentration during adult lead activities. For example, as part of the healthy project children brush their hair and wash their faces and complete a record of what they have done. However, this eagerness to learn is not always fully seized upon by staff as planned

activities are not always extended to challenge more able children and do not include opportunities for children to find out more about living and growing things. Children enjoy talking to staff and are eager to demonstrate when asked what they know. For example, a child informs the member of staff that milk makes bones strong and that you find sand at the seaside. Older children show confidence to ask questions such as why the bear in the book has a light and staff respond well to this by asking the child to think why the bear might have the light. Children are encouraged to take an interest in print and making marks for a purpose. Older more able children show a developing interest in print. Older children recognise and write their name and are able to recognise the sounds each letter of their names make. However, children are still not benefiting from an attractive book area.

Children show a developing interest in number. They take part in activities that encourage them to make simple additions and to solve simple problems, although daily routines are not always used to encourage children to use their knowledge or consolidate their understanding. Children's creative achievements are displayed around the room but children do not have free access to creative materials such as paint to use for their own purpose. Children enjoy playing imaginatively. However, during family times children do not always have access to the dressing up trolley. Children have wonderful opportunities to explore sound, rhythm, movement and song during the weekly rhythm and rhyme sessions. They develop control of their bodies as they jump in and out of hoops, go in and around cones, balance on beams and learn to gambol. Children demonstrate very good skills using tools including pencils and scissors which are freely available to them.

Helping children make a positive contribution

The provision is inadequate.

Children's welfare is not adequately safeguarded as there are continued weaknesses in both the written complaints policy and procedure and in the staff's knowledge and understanding of the mandatory regulations with regard to the recording of complaints. As a result parents have not been informed of issues that may effect the care their children receive.

Children's spiritual, moral, social and cultural development is fostered. They are supported well to manage their own behaviour. The use of purposeful praise by staff effectively promotes good behaviour. For example, children are praised for sitting at the dinner table and eating their dinner. The use of 'Helper of Day' encourages children's consideration for others. Staff spend time providing simple explanations of unwanted behaviour, such as how children may hurt themselves if they climb on the chairs. Staff also use distraction and encouragement to take part in activities which helps to alleviate children's frustrations. As a result, children enjoy a mostly harmonious environment which fosters their emotional well-being.

There is an adequate range of resources and posters which provide children with a positive view of the wider world. However, staff are not fully pro-active in making positive links with children's own culture and language. Whilst there are currently no children with learning difficulties and /or disabilities suitable arrangements are in place to meet individual needs.

The setting continues to strive to establish and maintain good relationships with parents. They have provided written information and held meeting with parents to discuss with them the settings strengths and weaknesses. Displays around the nursery, written daily information and verbal exchanges provide suitable opportunities for parents to be informed of the setting and care their children receive.

The partnership with parents and carers of funded children is satisfactory. Information is displayed in the children's play room relating to current activities. The display shows how these are linked to the stepping stones and early learning goals of the Foundation Stage. Parents receive some information sheets and newsletters which include information about how they can become involved in children's learning. Progress profiles are also available for parents to view. However, staff do not yet share children's individual next learning steps with parents. This does not ensure parents are involved as much as they could be in their children's learning.

Organisation

The organisation is inadequate.

Overall children's needs are not met. Children continue to be at risk because the procedures to ensure that staff are suitable to look after or be in contact with children continue to be inadequate. Not all staff have been checked through the Criminal Records Bureau. This is a breach of regulation. A number of actions set at the last inspection have been met. However, a significant number of actions set at the last inspection have not been met. This compromises children's health and safety and welfare.

Children are benefiting from participating in a wider variety of activities in and outdoors which is supporting their learning and development. Staff are now suitably deployed to support and encourage children. This helps to foster children's sense of security and well-being.

Leadership and management of the nursery education are now satisfactory. The professional training needs of staff are being suitably addressed. Staff are currently attending training events and as a result a number of new initiatives have been implemented and staffs awareness of suitable teaching methods has developed. As a result children are making satisfactory progress.

Improvements since the last inspection

At the last inspection the nursery was required to take a number of actions to ensure that the National Standards and Children's act regulations were met. Some of these actions have been met to increase children's safety, healthy and welfare. For example, the outdoor area has been made secure, fire guards have been fitted to the wall and there is now an effective systems to register the attendance of children and staff which has increased children's safety. However, a number of mandatory requirements remain unmet. This significantly compromises children health, safety and welfare. Consequently, the nursery continues to provided inadequate care provision overall and further action must be taken to safeguard children.

At the last inspection the nursery was required to take five different actions to ensure children received adequate nursery education and adequate play opportunities. In general good progress has been made in all areas which means children now receive satisfactory nursery education and play provision. Experienced staff have been moved in to work with the funded children and staff have attended ongoing training events to develop their knowledge and understanding of the Foundation Stage. Systems have been put into place to ensure effectiveness of curriculum planning and assessment of children's progress. Some steps have been taken to use observations to plan the next steps for children's play, learning and to keep parents informed of their child' progress, although this remains an areas which requires further improvements.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

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):

- continue to organise resources so that they are readily accessible to children, particularly during family time
- continue to use observations and assessments of children's progress to identify their next steps in learning and to inform planning, share this information with parents to help involve them more in their children's learning.

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