

Paintpots (Manchester) LTD

Inspection report for early years provision

Unique Reference Number	EY356873
Inspection date	01 May 2008
Inspector	Judith Anne Kerr
Setting Address	Ground Floor, Bracken House, Charles Street, Manchester, M1 7BD
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Registered person	Paint Pots (Manchester) Ltd
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 good. 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?

Paintpots Day Nursery is privately owned and run by a limited company. It was re-registered in 2007 and operates from the whole ground floor of a converted office block in the centre of Manchester. The children have access to five rooms and a secure enclosed outdoor play area. A maximum of 81 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. Children attend for both full and part time placements.

There are currently 78 children on roll. Of these, 26 children receive funding for nursery education. The nursery currently supports children with learning difficulties and disabilities.

The nursery employs 22 staff who work with the children. Of these 17, including the manager, hold appropriate early years qualifications. Four members of staff are working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of good personal hygiene and develop their self-help skills through well organised routines. They always wash their hands before eating and after using the toilet. Effective health and safety procedures are in place and staff maintain good standards of hygiene throughout the premises to ensure children are well protected from infection. A clear sick child policy is in place ensuring that children who are ill are excluded from the setting. Minor injuries are dealt with appropriately as several staff hold current first aid certificates. A well stocked first aid box is located accessibly where the children play. The required documentation is maintained relating to accidents and medication to ensure children's health is well promoted.

Staff consistently promote healthy eating by offering children a varied range of nutritious meals and snacks. These are freshly prepared on the premises each day and include plenty of fruit and vegetables. The children are encouraged to develop an understanding of their needs with regards to food and drinks. For example, they confidently help themselves to drinks throughout the day and choose how many pieces of toast they want for snack. The nursery work in a highly beneficial way to meet individual dietary requirements. This ensures children remain healthy and preferences are respected.

The organisation of the day provides children with regular opportunities to develop a range of physical skills and gain control of their bodies as they climb, balance on beams, run, skip or play with the balls. Older children particularly enjoy taking part in weekly ballet lessons which are well organised by a peripatetic teacher. Children learn the importance of healthy living through topics explored. They understand that physical exercise makes them hot and that milk is good for teeth and bones and makes them strong. Fine motor skills are well developed as children manipulate jigsaws and play dough and handle small tools, such as scissors, dough cutters and tongs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in premises which are well maintained. Examples of children's art work and welcoming posters in different languages are displayed to create a purposeful learning environment and give children a sense of belonging within the nursery. Toilets are designed to offer children privacy and rooms are heated to an appropriate temperature. Quiet areas are available with comfortable furnishing for children who simply want to relax. Toys and equipment are clean, plentiful and meet the differing needs of all the children who attend.

Secure entry systems protect children from unwanted visitors and staff ensure children only leave the nursery with the appropriate person. Thorough fire procedures and checking of equipment ensure staff and children are secure in their knowledge of what to do in the event of an emergency. Children are not, however, protected from hazards in the kitchen as this is accessible throughout the day. Staff talk to the children about keeping safe as part of regular discussions. For example, when going to the recycling area children are reminded to hold hands and follow instructions. Good attention is paid when children are going out to play as staff continually check the correct numbers of children are present.

The staff demonstrate a secure knowledge of child protection procedures and how to keep children safe. They have a clear understanding about their role in protecting children and use this to promote the children's well-being. A policy statement is shared with parents; however, this is incomplete as it does not include the procedures to be followed in the event of an allegation against a member of staff or the contact numbers for police and social services.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed, happy and secure in their surroundings. This increases their sense of well-being. Good settling-in procedures ensure a smooth transition between home and nursery. An effective key worker system means children benefit from consistent staff members and develop healthy relationships with key people. This enables them to become absorbed in the range of activities provided and receive good individual attention from staff. They enjoy each other's company and play harmoniously together. Children are given good opportunities to initiate their own play. Staff demonstrate clear skills in striking a balance between child led and adult led activities and are always on hand to encourage and support children.

Young children enjoy investigating and exploring a range of play opportunities which helps them to make good progress in all areas of their development. They make choices about their play, selecting activities and resources from the varied range available. This helps develop their independence and self-esteem. Babies and toddlers begin to make connections as they delight at the sounds made by cause and effect toys, and develop a sense of self as they look at their reflection in the mirror.

Children enjoy sensory experiences as they make prints of their hands and feet, animals using glue and wool, and explore the texture of sand and water. This encourages their creativity. They are supported to extend and try out new opportunities, such as exploring natural materials in treasure baskets and playing with the corn flour and water. They develop imaginary skills as they play with small world toys and make 'dinner' in the home corner. Language and communication skills are encouraged as staff and children sing songs, such as 'Miss Polly had a dolly' and enjoy story time together.

Staff have attended training on the 'Birth to three matters' framework and use this to ensure the developmental needs of the younger children who attend the nursery are fully met. Planning takes into consideration children's individual needs and predicts the next steps of their learning.

Nursery Education

The quality of teaching and learning is satisfactory. Staff's knowledge of the Foundation Stage provides opportunities to enable children to progress in all areas of development. Planning takes a thematic approach and is linked to topics. However, learning intentions are not always clear, the needs of more and less able children are not identified and the next stages of learning are not consistently predicted. Consequently, the links between planning, observation and assessment are not yet fully complete. Areas of continuous provision are being introduced to enable children to consolidate skills they have learned. However, the planning does not show how continuous provision supports children's progress. Staff use information from parents to help them establish what children know and can do on entry and their own observations to monitor children's progress.

Children are confident and engage well with each other and visitors, sharing their achievements. Their behaviour is good and reflects the staff's high expectations. Children take turns, share and negotiate roles in games. They are successfully supported to learn how to manage some of their own behaviour, such as serving their own lunch. However, self help skills are not consistently encouraged as staff do not allow children opportunities to pour their own drinks or wipe their noses and put the tissue in the bin. The children use their imagination during role play activities, making up simple stories. They are developing good concentration skills and have access to tools and materials to make models. Children are beginning to understand the meaning of print and enjoy looking at books, listening to stories and reading to each other. There is a clearly defined writing area which is accessible throughout the day and allows children to practise their skills using a variety of materials, such as chalk, felt pens and pencils. However, children have limited opportunities to attempt writing for their own purposes as writing materials are not consistently available in all areas of the provision.

Children are introduced to number and problem solving through daily activities, counting and sorting as part of daily routines and singing action rhymes. They count in sequence from one to 12 and recognise simple shapes, such as triangles, rectangles and squares. The children develop problem solving skills as they build jigsaws and complete number puzzles at the maths table. Completing the calendar display each day lets children develop an awareness of calculation as they discuss one day more or less. They enjoy learning about living things and the wider world through topics and activities. For example, they talk about their planting flowers and seeds and when they went to the zoo with mummy and saw the lion. Children have daily opportunities to familiarise themselves with technology and investigate to see how and why things happen. They have access to a computer, cameras and a cassette player to stimulate their interest and understanding.

Visits from the police with the horses allow children to develop an interest in the wider world. Sensory opportunities allow children to explore the textures of natural materials, such as sand, water and play dough. Children's imagination is extended as they dress up as princesses. A wide range of creative opportunities enable children to express their ideas using a variety of media. For example, children enjoy making giraffes and crocodiles using boxes and mod roc. They paint butterflies and flowers and collage animals using tissue and shiny paper.

Helping children make a positive contribution

The provision is good.

Resources provided reflect the diverse society in which we live. Children participate in a variety of cultural traditions which helps them to develop a positive attitude and respect for others. For example, they make dragons and older children try eating noodles with chop sticks for Chinese New Year. Children with disabilities receive ongoing support from staff who are sensitive to their needs and provide inclusive activities. Staff work effectively with parents and other agencies to ensure children are able to reach their full potential.

The children are developing a good understanding of what is right and behave well. They play along side each other as they build models with building blocks, learning to play cooperatively, sharing and taking turns. For example, they take turns to play in the sand and stand in line as staff check the outdoor play area. Children are reminded not to run indoors as they may hurt themselves or someone else and to sit straight on their chairs so they do not fall. A behaviour statement is in place but this does not include bullying.

Children experience consistent care due to good communication systems between parents and staff. At the beginning of children's placements, parents and staff meet to share information about the child. Staff use this information to plan how to help children progress. Policies and procedures are shared with parents, including information on how to make a complaint. Parents speak highly of the care their children receive at the nursery as they describe the caring and wonderful staff.

The partnership with parents of children who receive funding for nursery education is good. They are warmly welcomed into the nursery at the beginning and end of the day, receive daily feedback about their children and bring in items from home to support activities. For example, they have brought in photographs of family members to support topic work. At the end of each week they receive a progress report which informs them of the current activities and provides ideas on how they can help their child to progress. Parents are given information about the setting and the Foundation Stage, confidently approach staff and verbally demonstrate high levels of satisfaction with the nursery. The children's spiritual, moral, social and cultural development is fostered well by staff who give them individual attention and encourage them to be independent.

Organisation

The organisation is good.

There are comprehensive recruitment procedures in place which ensure that staff are appropriately vetted and qualified. Staff work well together as a team and are deployed effectively to ensure that children are not placed at risk. A commitment to ongoing training throughout the nursery helps to ensure that care provided is of a good quality. A high proportion of staff are qualified and staff also attended ongoing training to update their skills and knowledge. For example, staff have recently attended training in food hygiene and behaviour management. All policies and procedures are in place and are implemented well by staff. However, some lack all the required detail. Confidentiality of information is respected as records on children and staff are securely locked away.

Leadership and management of the nursery education is satisfactory and contributes to the children's progress towards the early learning goals. Regular staff meetings and staff training contribute towards the professional development of staff. The manager recognises her commitment to supporting staff and developing their roles within the nursery. She is aware of the issues that need to be addressed and areas for further development to improve the quality of nursery education that the setting offers to children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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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):

- review the access to the kitchen
- improve the behaviour management statement to include bullying and the child protection statement to include allegations against a member of staff and telephone numbers for the local police and social services.

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):

- ensure children's self help skills are consistently promoted in all areas
- review the planning of focused activities to ensure all children are suitably challenged
- further develop planning to show how continuous provision supports children's progress
- ensure mark making materials are available throughout the provision to encourage children to write for a purpose and further develop their writing skills.

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