



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 228911

DfES Number: 580423

### INSPECTION DETAILS

Inspection Date	16/09/2004
Inspector Name	Shirley Delaney

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Little Paint Pot
Setting Address	69 Whitehouse Common Road Sutton Coldfield West Midlands B75 6EY

### REGISTERED PROVIDER DETAILS

Name	Mrs Lindsey Smith
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Little Paint Pots Nursery registered in 1995. It operates from the ground floor of a converted shop unit, in Sutton Coldfield, within easy access to main bus routes across the city. The group serves the local community and is open to the children of parents who are willing to commute across the city.

There are currently 15 children on roll. This includes 4 funded 3 year olds. Children can attend for a variety of sessions. The group supports children with English as an additional language, and children with special needs.

The group is open each weekday between the hours of 09.00 to 16:00.

Four members of staff are employed to work with the children, over half the staff hold early years qualifications.

The group are currently in the process of undertaking a bronze quality framework award.

### How good is the Day Care?

Little Paint Pots Nursery provides satisfactory standard of care for children.

The nursery provides a welcoming environment for the children and their parents. Information is made available to the parents in the entrance area regarding the operation of the nursery and the organisation of the children's care, and learning. The management structure with regards to the day-to-day management of the provision requires clarification. The organisation of the grouping of children does not involve a key worker system. Most documentation is in place, however a record of staff attendance is not always kept.

Staff are aware of policies and procedures in place to maintain children's safety and security however they are not always followed. Children are encouraged to learn about good hygiene practices through daily routines and staff support. They are provided with snacks and a drink as part of the daily routine and children attending

for the full day have a packed lunch supplied by parents. Children's individual needs are met appropriately and staff have a positive approach to including children with special needs. Child protection procedures are in place and staff have appropriate knowledge of their responsibilities.

Children have access to and benefit from a range of activities which support their play and learning. Access to the outdoor play area is provided as part of the daily routine and provides children with the opportunities to participate in a range of physical activities. A behaviour management policy is in place and known to staff, they use a positive approach and children respond well.

Partnership with parents is good. Information is shared as part of a two way process and parents are made to feel welcome in the nursery.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Staff interaction is very good, staff listen to the children, give them clear explanations and talk to them about what they are doing.
- Staff are knowledgeable about policies and procedures which underpin the service they provide to children and their parents. They demonstrate a clear understanding of equal opportunities, behaviour management and child protection policies and how they are put into practice.
- Staff use positive strategies to manage children's behaviour. They encourage children to have consideration of others, by helping children to learn to share and take turns.
- Parents are kept well informed about their child's care, routine and progress. Good procedures and working practices are in place which foster good partnerships with parents. Information is shared as part of a two way process to enable the needs of the children to be met, and keep parents informed about the group and service offered.

#### **What needs to be improved?**

- the reviewing of the management arrangements in place
- the daily record of staff's attendance
- the risk assessment to effectively identify hazards and ensure appropriate action to be taken to minimise them.

<b>Outcome of the inspection</b>
Satisfactory

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
1	Provide an action plan demonstrating how the manager effectively manages the day to day running of the nursery.	11/10/2004

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
2	Maintain records of staff attendance in the group on a daily basis.
6	Improve risk assessments to identify and take action to remove or minimise hazards.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Little Paint Pot offers children good quality provision for nursery education and children are making very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world and physical development, with generally good progress in all other areas.

The quality of teaching is generally good. Staff establish good relationships with children, are sensitive in their interactions and give consistent explanations for acceptable behaviour. They plan a good variety of structured activities in detail, with careful attention to what children will learn, although there are not enough activities to underpin children's understanding of calculation. The new assessment system builds up useful profiles of children's achievements but does not include a reliable way to monitor action taken in response to individual needs. The sessions are well organised to ensure preschool children use appropriate resources for their age and stage of development, but they do not have enough opportunities to use some of these resources independently.

The leadership and management of the playgroup are very good. There are effective procedures to monitor the success of activities on a daily basis. Staff are deployed effectively and show clear understanding of their roles in planning, assessing and carrying out activities. The nursery is committed to improving the quality of provision through training and this includes attending courses to extend the staff's knowledge and understanding of how to meet special educational needs.

The partnership with parents is generally good. Parents appreciate the friendly atmosphere of the small group and the good relationships that their children build up with other children and staff. Most parents find informal chats at the end of the session sufficient to inform them of children's progress and help them become involved in children's learning, but some parents need more formal arrangements.

### What is being done well?

- Thorough planning helps to ensure a good variety of activities across and within sessions and this helps to meet children's individual needs, including those who do not attend full time. Staff make good use of the stepping stones towards the early learning goals to identify what children can learn from these activities.
- Staff adopt a consistent, calm and friendly tone when talking to children and this helps to create a relaxed atmosphere in which children develop self-confidence and approach new activities enthusiastically.
- There are ample opportunities for children to begin to recognise numerals, to learn to count and to develop an interest in shapes. The provision of a good variety of physical activities both inside and outside helps to develop

children's sense of space.

- Children develop good relationships with each other and with staff, and use language well to interact and to negotiate.
- The programme for knowledge and understanding of the world includes opportunities for children to observe and investigate physical processes such as floating and sinking and how simple mechanical and electronic objects work, as well as finding out about living things.

#### **What needs to be improved?**

- the opportunities for children to explore independently with a full range of resources, in particular paints, books and modelling materials.
- the range and frequency of opportunities for children to develop an understanding of totals and equal and unequal quantities and so build a firm foundation for future work on calculation.
- the provision of opportunities for parents to discuss children's progress in ways which best suit their particular circumstances.
- procedures to ensure that staff follow up actions planned to meet children's individual needs, which have been identified during observation and assessment.

#### **What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children behave well, showing consideration for others and good awareness of the boundaries of acceptable behaviour. Children work well together and form good relationships. They show positive attitudes to learning; they join in new and familiar activities enthusiastically but are also able to sit quietly and concentrate when required. They develop self-confidence and are able to stand up for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use language well to interact, to negotiate and comment on what they are doing. Children are also starting to use language to take them beyond the here and now as they talk about and reflect on past events, or imagine what might happen next. They learn about writing from labels, captions and planned activities but do not have enough opportunities to develop their appreciation of books for stories and information.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children learn to recognise numerals, say them in sequence and recognise 'how many' in small quantities. Children build up some familiarity with adding on and taking away but do not have enough opportunities to work with equal and unequal quantities or develop their understanding of what a total means. They learn about different shapes and their particular features, through activities that draw their attention to shapes in the environment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn to observe and investigate processes associated with living and non-living things, and show understanding about how things change. They find out about features of their local environment through topic work and frequent opportunities to model different places with small world toys. Children develop interest in electronic equipment and can carry out simple functions with talking books and remote control toys.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to develop control with a wide range of tools and to learn to use a variety of large and small equipment. They are able to adjust their movements to suit large and small spaces, inside and outdoors, and to move in different ways. Children can move carefully and slowly when required, for example to avoid bumping into toddlers, but also move exuberantly and imaginatively when they see that the space allows.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children have frequent and varied opportunities to take part in sustained sessions of pretend play and can therefore develop story lines and include others in their play. Children are encouraged to respond through all their senses and enjoy singing and moving to music. They are introduced to a wide variety of techniques with different materials but do not have enough opportunities to express their own ideas with a full range of media.</p>	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure that assessments and observations are used more effectively to support children's progress, and are discussed with parents in ways that best suit their particular circumstances
- plan more opportunities for children to explore paints, modelling material and books independently
- extend the range of activities to develop children's understanding of totals and equal and unequal quantities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*