

Little Paint Pot

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Little Paint Pot Nursery is a privately owned provision. It was registered in 1993 and operates from four rooms in a non-residential property close to Sutton Coldfield in Birmingham. The nursery is accessible to all children and there is a fully enclosed outdoor area for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 31 children may attend the setting at any one time. There are currently 34 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for two-,three' and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and seven at level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and content in this well-established setting. The children make good progress due to the staff's good knowledge and understanding of the Early Years Foundation Stage, which is effectively developed as staff are keen to continue their personal development through training. Staff work extremely well in partnership with parents and are giving the utmost priority to continuing links with other practitioners and settings. All required documentation is in place and, with the setting striving to develop further, it is constantly being reviewed. The management and staff team's knowledge and understanding continues to grow and they relish their roles in the setting. The setting has a very clear vision for the future and continues to work towards completing their 'Quality Together' programme to enhance the provision further for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that parents are provided with the correct details for contacting Ofsted so that children are adequately protected.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because staff are knowledgeable about local safeguarding policies. They access effective procedures that are in place to ensure children in their care are protected. The designated lead for safeguarding has accessed appropriate training in this area and all staff are aware of their responsibilities in reporting concerns, which ensures that children are fully safeguarded. There are robust recruitment and vetting processes in place, which ensure children's safety is prioritised. All required documentation is in place and constantly reviewed and all visitors are requested to sign in and out of the setting and wear a badge while in the setting. Children and staff's attendance is accurately recorded.

The premises are in suitable repair. Children access a bright and airy environment with examples of their work displayed around the setting. Staff ensure that all children have daily access to the outdoor play area, successfully promoting children's physical development. This is reinforced by weekly visits from a dance teacher, who ensures sessions are suitable and appropriate for all ages of children. Detailed risk assessments are in place and cover all areas of the setting and local walks in the community with the children. They are effective and ensure children are safe in and out of the setting. Children have an awareness of their own safety as staff ensure that emergency evacuations are held. With the use of the 'fire box' the fire can be in different places in the setting, so children are aware of evacuating from different exits. All visitors to the setting are informed of the procedure, ensuring the safety of all. The setting ensures that staff-to-child ratios are always met and are appropriate to provide good levels of care and support to the children in all areas of the setting.

The management team has a clear vision for the setting and shares this with the parents and the children. Together as a team, they have successfully addressed the recommendations from the previous inspection and improved outcomes for the children at the setting. They are aware of their strengths and areas for improvement, for example, having a strong, motivated staff team, a good ethos and an awareness of how to develop the setting further. Staff attend regular training, both externally and in-house, covering all areas of their practice and share this new knowledge with the parents at Parent Practitioner Association meetings.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

Partnerships with parents are outstanding. There are regular exchanges of information, both in the form of daily record sheets and verbal feedback. These enable parents to be aware of what the children are doing in the setting. Parents are very happy with the setting and stated 'how quickly the children settle in',

'what a great idea it was inviting parents to the safety session' and 'how hard the staff work and help the children'. Parents' opinions are gained in a variety of ways, such as parent questionnaires and a comments box. Parents have access to the complaints procedure detailing both in-house procedure and how to make contact with the regulator. However, due to the contact details being out of date, this may delay a parent contacting the regulator in the event they wish to make a complaint. Parents are aware that they can meet with staff at any time and discuss their child's progress and can freely access their child's learning journal. The setting has excellent partnerships with other settings and professionals which enable them to continue their already consistent approach to meetings children's needs. Very good systems are in place for working with professionals from other agencies and the setting receives support from the area SENCO and the local authority.

The quality and standards of the early years provision and outcomes for children

Children have good relationships with their peers and approach adults with ease. They are able to safely and independently select from a good range of resources available to them. Children have a good understanding of cultural diversity because they have good access to resources which reflect positive images. They also celebrate different festivals. Opportunities for children to have fresh air and exercise are good as the setting has a dedicated play area which the children use on a daily basis. This is appropriately resourced and children go out in small groups to ensure their safety. Equipment such as bicycles, a building site area, small climbing frames and weekly dance sessions successfully promote children's well-being and physical development. Children's creative development is promoted appropriately because they can participate in a variety of music and singing activities with staff and with the daily 'wake up and shake up' sessions. Children have access to low-level bookshelves in the setting and enjoy looking at books independently, with their peers and with staff. This is enhancing their early reading skills. Some children counted spontaneously when playing, for example, when using appropriate computer software and singing action rhymes. They are able to name simple shapes, such as circles and triangles, and predict what colours will be when mixing colours together. Consequently, children are developing appropriate mathematical skills.

Staff are knowledgeable about the Early Years Foundation Stage and use this very well to support children in their learning. Systems for observing children, recording their progress and identifying priorities are strong and staff regularly reflect on how this process moves children onto their next steps for learning. Photographs and incidental notes of children's particular achievements form part of a record of what the children are doing. Plans clearly identify children's individual needs, what they are interested in and what they need to do next.

Older children are developing appropriate independence skills. For example, they are encouraged to put on their own coats and help the younger children at 'together time'. Overall, lunchtime is a social time where the staff sit with the children and supervise them while they eat their lunch. All children are able to

show care and consideration for others. Children behave very well in the setting because they are given clear guidelines and expectations about their behaviour.

Children have an excellent awareness of hygiene practices within the setting. They wash their hands at appropriate times, especially before snack and meal times and after toileting. They use paper towels to prevent cross-infection, promoting children's good health. Staff are very good role models as they demonstrate to the children how to wash and dry their hands and by wearing aprons when nappy changing and at lunchtime. This ensures that children are free from potential risk of cross-infection. Highly effective procedures for the safe administration of medication and accident recording are in place and documentation ensures that these are followed stringently. All staff have paediatric first aid certificates and are trained in food hygiene. The setting has a healthy eating policy and staff have attended additional training in this area. This ensures that in the event of an accident or children becoming ill, they are well cared for. The meals are sourced from outside caterers, are healthy and nutritious and take into account children's dietary needs. Children enjoy freshly cooked meals with a variety of fresh fruit and vegetables. Children are developing strategies of how to keep themselves safe; they are aware of why it is not safe to run indoors, not to climb on furniture and how to practice evacuation procedures.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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