

# Paint Pot Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	228919
<b>Inspection date</b>	09/09/2011
<b>Inspector</b>	Carol Johnson

<b>Setting address</b>	2 Walmley Ash Road, Sutton Coldfield, West Midlands, B76 1HY
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<b>Type of setting</b>	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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Paint Pot Day Nursery opened in 1987 and is situated in the Walmley area of Sutton Coldfield. It 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. There is no lift to the first floor and there are various steps within the building. All children share access to a secure enclosed outdoor play area. Access to the front of the premises is via a level pathway and one step up into the provision.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. Operational hours are Monday to Friday from 8am to 6pm, all year round with the exception of public holidays. A maximum of 25 children in the early years age group may attend at any one time. There are currently 35 children attending who are within the Early Years Foundation Stage, some of whom attend on a part-time basis. The nursery provides funded early education for three- and four-year-olds.

The nursery employs eight staff who work directly with the children and all hold recognised early years qualifications. One member of staff has a foundation degree. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Paint Pot Nursery provides a homely and stimulating environment for children. The nursery is committed to ensuring that every child feels safe and secure which provides a firm basis for children to make good progress in their learning and development. Children's individual needs are met well as staff have a good knowledge of the children in their care and this is supported by the clear partnership that is in place with their parents. Systems to build on this partnership and forge effective links with others have not been fully explored but the owner and her staff team are constantly evaluating the provision and demonstrate a good capacity for improvement.

## **What steps need to be taken to improve provision further?**

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

- develop further the two-way flow of information, knowledge and expertise between parents and practitioners and explore strategies that encourage greater parental involvement in children's learning at home and in the nursery
- improve strategies for partnership working with other settings, other professionals and with individuals and groups in the community to support

children's welfare, development and progress.

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by the staff team. All adults working in the setting have been appropriately vetted and children are only released into the care of authorised individuals. Staff demonstrate a clear knowledge of child protection and know what to do should they have any concerns. Risk assessment records are comprehensive and these are supported by effective daily checking procedures. As a result, potential hazards are effectively identified and appropriately minimised. Written policies and procedures are shared with parents and these fully support the safe and efficient management of the nursery.

A warm and caring staff team help to create a welcoming and stimulating environment where children learn through play. Space within the setting is sufficient for children to comfortably play and rest and effective staff deployment ensures that children are well supervised. The staff team work well together, supporting each other to ensure consistency of care for individual children. They demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training. This training is then cascaded to others and some ideas put into practice. For example, a member of staff described how she had attended training in the use of 'Treasure Baskets' and this raised her awareness of the benefits of sensory play with young children. This led her to develop a collection of natural and man-made materials for children to discover and explore. Reflective practice is ongoing throughout the nursery and recommendations raised at the setting's last inspection have been fully addressed. For example, some documentation has been amended to ensure required information is included and additional resources have been purchased to support and extend children's enjoyment and learning.

Children benefit from the friendly but professional relationships that staff maintain with their parents. Several parents were interviewed during the inspection and all commented very positively on the nursery and the staff team. Parents said that they liked the small and homely feel of the nursery and remarked on the regular verbal communication and how happy their children are to attend. Inclusive practice is evident throughout the nursery and although no children currently attend with special educational needs and/or disabilities or English as an additional language there are clear systems in place to provide such care. Staff are aware of the benefits of working in partnership with parents and others to ensure coherence and consistency of care for children. However, ways of fully engaging and informing parents and effectively forging partnerships and links with others have not been fully explored. Consequently, the ability of staff, parents and others to help children reach their full potential is somewhat reduced.

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

Children make good progress in their learning and development because staff regularly and effectively observe and assess children during play. They ask parents to share what they know about their children and thoughtfully plan and provide experiences that accurately reflect children's interests and meet their individual needs. All staff members take the time and effort to get to know all the children and this helps them to settle on a day to day basis and fosters good relationships with their parents. In addition, each child is assigned a keyworker and this person has the special responsibility for maintaining that child's records and exchanging important information with their parents.

Children are effectively gaining the skills they will need in future life. They are learning to be independent, inquisitive and active learners. Older children demonstrate good computer skills and younger children problem solve, explore and investigate as they play with cause and effect toys. Counting and colour recognition is thread through most activities and older children are learning about phonics. Children are developing a good understanding of the wider world through everyday discussions and play with resources that provide them with positive images of diversity. They go on outings, for example to the local swimming baths, library and parks and outside professionals such as music and French teachers are invited into the nursery. Consequently, children's learning and range of experiences are greatly enhanced.

Children are having fun and show by their comments and actions that they feel safe and secure in the nursery. They happily go to staff for comfort, reassurance and support and strong friendships are evident between many of the children. Daily routines follow a familiar pattern and staff talk to parents about home routines and parenting practices so that they can provide consistency of care. Staff interact well with the children and provide them with positive role models to follow. They actively listen to what children have to say and teach them about taking turns and sharing with others. Children behave very well and demonstrate good manners. They know what is expected of them and their good understanding of safety is demonstrated through their play. For example, they know not to walk behind the swings when they are in use and they make sure that toys are not left where they may become a tripping hazard to others.

Children's good health is promoted well. The nursery is clean and positive steps are taken, by staff, to prevent the spread of infection and ensure children's welfare. Children play outside on a daily basis and receive plenty of opportunities for fresh air and exercise. Meals and snacks include lots of healthy options and drinks are readily available. Children have successfully grown courgettes out in the nursery garden and these have been included in nursery meals. Through this and other activities based around the topic of healthy eating children have gained a good knowledge and understanding of what certain plants need to grow and thrive and where some food items come from.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide information for parents in relation to the registration system for the compulsory part of the Childcare Register (Providing information to parents). 16/09/2011