

Paintpots (Manchester) LTD

Inspection report for early years provision

Unique reference number

EY356873

Inspection date

29/11/2011

Inspector

Barbara Wearing

Setting address

Ground Floor, Bracken House, Charles Street, Manchester,
M1 7BD

Telephone number

0161 2733211

Email

info@paintpotsmanchester.co.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

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 8am to 6pm for 51 weeks of the year. Children attend for both full and part time placements.

There are currently 76 children on roll, all of whom are in the early years age range. Care to children aged over five years to eleven years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children who speak English as an additional language.

The nursery employs 22 staff who work with the children, all of whom, hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, secure and have fun. Staff build strong relationships with their key children and parents. Therefore, they have an in-depth knowledge of children's individual needs, interests and abilities. They use this knowledge to support children and effectively promote their good progress in all areas of development. Staff throughout the nursery demonstrate a strong commitment to their professional development and the continuous improvement of the nursery.

What steps need to be taken to improve provision further?

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

- enhance children's development records to include summative assessments that show a clear summary of skills children have at a particular point in time, tracking their progress towards the early learning goals
- review the organisation and planning of group times for children, ensuring that they are of benefit to all children taking part
- provide a further range of freely, continuously accessible creative art and malleable materials to promote children's individual creativity

The effectiveness of leadership and management of the early years provision

Well organised records, policies and procedures are consistently implemented to promote children's safety and welfare. Thorough risk assessments are conducted on a regular basis. Accidents sustained in and out of the nursery are recorded and

signed by room staff, parents and a manager. Therefore, hazards and concerns are identified and action is taken to protect children from harm. Staff have a clear understanding of their responsibility to safeguard children from abuse. They attend regular training and have a secure knowledge of the signs and symptoms of abuse and of the referral procedures. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children.

A strong emphasis is put on staff training and development at all levels by managers and the nursery providers. This has increased staff skills and knowledge and has developed a deeper understanding of early years. In turn, this has resulted in a number of improvements within the nursery and ensures that staff feel valued and motivated. The nursery has good systems for self-evaluation that incorporates the views of staff and parents. Therefore, they have a good knowledge of their strengths and development plans clearly target areas for improvement that will have a positive impact on outcomes for children. Staff regularly review how well they are meeting the changing needs of their group of children and make changes as necessary. For example, one of the group rooms has recently developed key group times to help new children to settle and develop their confidence and sense of belonging within their new group room.

The nursery offers children a bright, inviting and stimulating environment. Each room has a good choice of freely accessible resources covering most areas of learning and promoting children's understanding of diversity and the wider world. Children have access to the outdoor area on a rota basis. Most children are encouraged to play outdoors during their allotted time, with the choice of coming indoors to the designated room if they wish. The diverse staff team are positive role models for children. They are deployed effectively and strong key worker and co-key worker systems are established.

The nursery has taken action to establish links with other early years settings that children attend or transfer to. They have visited schools, spoken to staff and pass on children's learning journeys to support children in their transition to school. Close partnerships with parents have been established by using a variety of ways to communicate and share information regarding their children, the nursery and early years issues. These include, sharing policies and procedures, observations, completing satisfaction surveys and through a confidential social network page. Feedback from parents highlights how delighted they are with the care and support their children receive at the nursery. They particularly appreciate the friendly, helpful staff and the progress their children have made in the stimulating nursery environment.

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

Purposeful observation and planning systems ensure that activities and staff interaction promotes children's individual learning and good progress. Children's learning journeys contain observations of children's achievements and interests in all areas of learning and are used to regularly plan next steps in their learning and evaluate their progress towards these. However, they do not show clear

summaries of skills children have at a particular point in time, tracking their progress towards the early learning goals.

Children build close, trusting and secure relationships, particularly with their key members of staff. This increases their confidence and self-esteem and helps them adapt and build new relationships as they move to other rooms within the nursery. Babies confidently seek out their key worker to meet their needs if they are tired or hungry. These staff have an in-depth understanding of their key children and are highly responsive to their non-verbal communications.

Staff support children well in their learning, asking them questions to promote various areas of learning during planned and spontaneous activities. Older children engage in circle time, counting and recognising numerals as they complete their calendar. Children choose a book of shapes to look at. Staff clearly describe the characteristics of various two dimensional and three dimensional shapes. However, children are not given objects to handle to explore these shapes and some younger children are not fully engaged throughout the group time. Children demonstrate an interest in number as they count the various stickers that have recently been put up in their toilets. Staff extend their learning by encouraging them to count 'how many altogether'. Children encourage younger children's problem solving, reasoning and numeracy skills as they count the pencil crayons '1,2', talk about the size and colour of the scoops in the sand and support children in finding corresponding shapes for the shape sorter.

Older children know the initial letter sound of their own name and of other familiar objects and write their names in their work books. They greatly enjoy writing for different purposes, proudly showing adults the 'recipe books' they have made in the home area. Babies and young children develop their communication and language skills. Staff talk to them as they play and share books with them, encouraging children to name objects and make animal sounds. Children take part in weekly French lessons and older children have newspapers in different languages and scripts within their home area. This encourages their understanding that there are different languages and develops their knowledge and understanding of the world. Visits to the nursery, such as from the community police help children develop a sense of community and learn skills to keep themselves safe. All children have opportunities to explore a range of natural materials, using all their senses. Older children examine leaves using magnifying glasses and torches. Babies have great fun splashing in water. A group of children enjoy painting their hands, talking to staff about how it feels. Paints are available in other rooms for children to explore freely or during adult-led activities. A wider range of creative art and malleable materials are not freely accessible as part of the continuous provision.

Children develop large muscle skills and healthy lifestyles. They climb and ride bikes on outdoor play equipment and talk about changes to their body following dance sessions. They enjoy nutritious, freshly prepared meals and healthy snacks and learn about food values and to explore different tastes as they take part in weekly cooking sessions.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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