

Little Paint Pot

69 Whitehouse Common Road, Sutton Coldfield, West Midlands, B75 6EY

Inspection date	01/08/2013
Previous inspection date	25/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Mealtimes are effectively used to promote children's social development as they chat and talk to their friends and staff. They eat heartily, enjoying their food and learning to make healthy choices.
- Staff set and maintain consistent limits, explaining why these are necessary, so that children understand expectations and can play safely.
- Effective arrangements ensure that parents have a voice and contribute their views.
- Staff work well with other agencies and professionals to ensure that children receive the support they need and feel valued and included in the nursery.

It is not yet good because

- The manager's monitoring of the nursery is not consistently robust to ensure that all staff analyse observations effectively to plan precise and accurate next steps for children's learning.
- Children are unable to freely access resources and the garden is not planned effectively to fully support children's learning and development.
- Staff at times rush in too quickly with answers to questions, which means that children are not always given time to think through their own responses.
- There are missed opportunities to develop children's independence at mealtimes, such as giving out cups and plates, serving their food and pouring their drinks.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the nursery playroom and outside.
- The inspector observed children having lunch.
- The inspector engaged with children and staff.
- The inspector conducted a joint observation with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at policies, procedures and attendance registers.

Inspector

Sally Smith

Full Report

Information about the setting

Little Paint Pot was registered in 1993 and is on the Early Years Register. It operates from three rooms on the ground floor of converted premises in Sutton Coldfield, Birmingham, and is privately owned. The nursery serves a wide catchment area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 22 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It receives support from the local authority.

The nursery employs nine members of childcare staff, including the manager. Of these, seven hold appropriate early years qualifications at level 3, one member of staff has a foundation degree and the manager has a degree.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consistently use information obtained from observing children to understand their level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations, to help them make the best possible progress in their learning and development.

To further improve the quality of the early years provision the provider should:

- improve monitoring of the observation and assessment process to ensure consistency of practice amongst the staff to provide children with rich and wide experiences through challenging next steps
- develop the outdoor area, so that opportunities to support children's development across all areas of learning are fully extended and consolidated
- provide time for children to give their own responses to questions to extend their creative and critical thinking and learning
- ensure resources are accessible and open-ended in all areas of the nursery so that children can move them around, investigate, explore and learn independently
- increase opportunities to promote children's independence and carry out small tasks, with particular regard to mealtimes.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Staff have a suitable knowledge and understanding of how to promote children's learning and development. Staff observe children, making links to the seven areas of learning, which helps to ensure that children are offered balanced opportunities in each of these areas. Parents are also consulted regarding children's interests, and they regularly access their children's learning journey and contribute their views. This results in children generally engaging in activities that are varied, and in most instances they are happy in their play. Staff observe and assess children's learning and all have identified next steps. However, some staff are less confident in being able to clearly focus how to support and plan activities to promote key next steps in children's learning. Therefore, there is a slight variance of staff skills in pulling through meaningful and measurable ways in which these

will be achieved. As a result, activities are not always planned or targeted for some children's specific learning needs to help them make best progress. There are a range of resources but these are sometimes underused. Children are not able to freely access these so that they consistently take part in rich, challenging experiences that allow them to develop and extend their ideas and deepen their thinking. Consequently, children are making no better than satisfactory progress in the prime areas of learning and their acquisition of the key skills needed for the next steps in their learning and moving on to school.

Generally, the quality of teaching is satisfactory. Staff join in with children's activities and sit alongside them at tables or on the floor as they play. When adults play with them, children become engaged, such as concentrating on a puzzle enthusiastically, and they are keen to learn. For example, they find all the straight edges and then identify recognisable features so that they can complete the puzzle successfully. Children develop their senses as they explore a 'feely bag'. Initially, some children are very reluctant to feel what is inside. Staff role-model, placing the blindfold across their eyes, and discuss the objects as they retrieve them from the bag. Several children are keen to have a go, and staff offer reassurance, encouragement and praise when they try. However, the activity does not capture all children's enthusiasm from the start and some children lose interest and wander away. At times, staff ask questions but jump in too quickly with an answer, and therefore children are not given time to consider their responses. When questioning is good, children are able to demonstrate and consolidate their knowledge. For example, they are asked how they know the object is the aeroplane and not the car and a child says 'cos it has wings'. Staff engage children's interest further by organising a spontaneous treasure hunt. Children recall what the different objects are and a member of staff holds one up and says, 'This will be hard to find because it is big'. Several children look quizzically and say, 'No it's not, it's tiny'. They go on to explain that it will be hard to find as it will be difficult to see. This helps to develop their awareness of size. Children count to 10 as the objects are hidden and when asked, know that 11 follows 10, developing their understanding of numbers.

Children enjoy musical activities, action songs and rhymes, helping to express their creativity, imagination and physical development. They join in with these enthusiastically, singing along to the words and performing the actions, demonstrating that they know these well. They 'high five', turn around at the appropriate time and move their bodies to the right and left. They all clap at the end in recognition of their achievements. They follow instructions as they move slowly and then fast, giggling together as they do so. They use shakers and stop and start when asked and bop along correctly with the rhythm. They select different coloured mats, naming the colours, before sitting down on these. One child says, 'We look like a rainbow' and is praised for his observation, making connections with the world around him.

A large, shaded garden is available for outdoor play where children can run around and use equipment to develop their physical skills. They play with wheeled toys, balls and small climbing equipment to develop their balance and coordination. With the help of staff, children also use various materials to make a den where they can sit inside and use in whatever way they choose. For example, they can sit and read a book or have an impromptu tea party with their friends. This helps to promote their imaginations. However,

staff do not use the garden to fully exploit the learning potential it provides for children. Despite the weather being beautiful on the day of inspection, children remained indoors for much of the time. Planning is not consistently lively and interesting enough outdoors to allow children and babies to make the best progress across all the areas of learning. For example, there are not enough activities or freely available resources to fascinate children and capture their curiosity, such as looking through magnifying glasses, and make them want to find out more. They have few opportunities to think critically, regularly solve problems and have greater confidence in their growing abilities.

Staff use books, stories and discussion to help prepare children for change and their move to school. They focus on children's personal and social development, such as dressing and undressing. Clothes are introduced into the dressing-up box with buttons, zips and other fastenings so that children can develop skills in manipulating these. Activities focus on enhanced sitting, listening and speaking skills. However, there are missed opportunities to promote their independence, such as giving out plates, cutlery and cups and serving their own food at mealtimes.

The contribution of the early years provision to the well-being of children

Staff are friendly and approachable, and everyone is made to feel welcome. Children are each assigned a key person. At times, they determine who this will be by showing a preference for a particular member of staff, helping to form a close and trusting relationship. Key persons regularly talk to parents so that information is shared and children's individual needs are carefully met. For example, babies' home routines are closely observed so that they can eat and sleep as they choose. Staff ensure that relationships with parents are professional and based on mutual respect. They are keen for parents to voice any concerns and ensure that these are resolved with the children's interest in mind. This helps parents feel confident and reassured in the care their child receives. Staff work with parents to settle children into the nursery routine, using a graduated approach wherever possible so that children are given time to settle. This helps children feel confident, safe and secure, and ensures transitions from home to nursery run smoothly. Parents speak positively about the care and learning their children receive. They particularly praise staff in the work they do with other agencies to ensure their children receive any necessary support so that they can reach their full potential.

While the nursery is small, staff make best use of the space available. Child-sized tables and chairs enable children to sit, play and eat in comfort, while suitable arrangements are in place for children to rest and sleep. Areas are designed where children and staff can sit on cushions and look at a book together. Noticeboards relay information for parents so that they are kept up to date with all issues relating to the care and learning of children. Resources and equipment are sufficient to meet the needs of children attending, although they do not have free access to these. This means that children's independent choice is restricted and limits the options they have in extending ideas or developing their own lines of enquiry.

Staff are positive role models and everyone is treated with care and respect. Children learn to care for each other and be kind. They learn quite quickly expectations and

boundaries within the nursery. Children use good manners, saying 'please' and thank you' at appropriate times. One child while eating his meatballs at lunchtime says, 'I like these, please may I have some more?' He is told by a member of staff 'That was beautiful asking', helping to raise his self-esteem. Older children are very good at helping the younger children and are very tolerant of their needs. When a younger child drops her fork on the floor, an older child picks it up for her and tells a member of staff that a clean one is required, demonstrating their understanding of good hygiene practices. Children are able to freely access drinking water from their own bottles during the day. One child says she is warm and sensibly works out that a drink of water will help to quench her thirst and cool her down.

Children have a good idea of how to keep themselves safe. They know that they must wear sunhats before playing outside and wait to have sun cream applied before going off to play. Staff also help older children to learn safe practices, for example, cutting their food sensibly and carefully into smaller pieces so that it cools down quickly. Children use scissors and know how to handle these properly. This means they learn how to use a range of tools safely and are equipped with skills for their future learning and development. Staff ask children to sit correctly on their chairs and ask them to explain why this is important so that they learn to take responsibility for their own actions in keeping themselves safe. When children are out and about, they use pedestrian crossings or learn to watch, look and listen out for vehicles and follow the instructions of staff, so that their awareness of road safety grows. Children are familiar with the evacuation procedure in the event of a fire, and older children are good role models as they act responsibly, helping and reassuring the younger children.

A healthy ethos is promoted at all times, and children eat nutritious and balanced meals. An outside caterer provides a range of tasty foods, including a wide selection of fresh vegetables and fruit. Children regularly experience a range of new menus with different tastes and flavours. Staff are keen to seek their opinions and feedback regarding the food so that they can help to shape future menus based on what they like and enjoy. For example, children decide unanimously that they like the meatballs with bechamel sauce. Staff ask if they would like these to be included on future menus, to which there is a unanimous response of 'Yes'. This means that children's views are valued and respected. Children thoroughly enjoy the fresh fruit salad and discuss the various fruits that they like, such as water melon, grapes and apple. Mealtimes are social occasions and children sit happily chatting to staff and their friends. Good hygiene routines are implemented and consistently followed by children and staff alike. Children wash their hands before eating and after playing outside, and staff change nappies at regular intervals to ensure that children are comfortable and clean.

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

Staff are fully aware of signs or symptoms of abuse that may alert them to any child protection concerns. They know the importance of reporting these to the designated person within the nursery in the first instance, and to do so promptly. They are also aware of which external agencies must be notified should the designated person be unavailable.

They recognise their responsibility in ensuring that their colleagues behave in a professional and responsible manner, and would use the appropriate channels to voice any concerns. Safeguarding is given priority from the onset. Applicants are asked various questions during the interview process and, if successful, this continues during the subsequent induction process. In addition, it is given a high profile at staff meetings, supervision sessions and staff appraisals. This ensures staff are confident in implementing effective policies and procedures to safeguard children. The nursery's arrangements are clearly outlined to parents and carers so that they are aware of the staff's and their own responsibility in protecting children from harm. Risk assessments are undertaken throughout the nursery and for any outings undertaken by children and staff. These are regularly reviewed, particularly in light of any issues where hazards have been identified to ensure that appropriate action is taken swiftly. The manager also analyses accidents to determine whether there are any areas or pieces of equipment within the nursery that need to be assessed for ongoing safety. Staff demonstrate that they are fully committed to the safety of children at all times. Daily registers accurately record children's and staff's attendance. This ensures that correct ratios are maintained at all times.

Rigorous vetting procedures ensure that staff qualifications, Disclosure Barring Service checks and references are obtained. Induction to any new post within the nursery is thorough to ensure that policies and procedures are understood by staff and they are confident to implement these effectively. The arrangements for supervision, appraisals and professional development are generally well considered, with opportunities for practitioners to undertake training and enhance their qualifications. The manager has recently gained a degree and this has inspired and motivated staff to seek further training and qualifications to enhance their knowledge and skills.

The nursery is working towards accreditation using the 'Effective Early Learning' and 'Baby Effective Early Learning' supported self-evaluation and improvement programme. This is designed to ensure the delivery of high quality services for all children and families within their setting. Staff are beginning to reflect on their practise, and parents and children also contribute their views so that some areas for improvement are identified. The manager acknowledges that some staff are less confident in recording the activities children engage in to ensure that they consistently have rich and wide experiences through challenging next steps. However, monitoring is not yet robust to ensure that this is consistently achieved. In addition, the environment is not always well planned and suitably resourced to fully extend children's knowledge and skills across all areas of learning.

Staff are very proactive in establishing positive relationships with outside professionals. They work closely with health visitors and other medical professionals so that all children are given the same opportunities to achieve and their care needs are well met. Staff work closely as part of the 'team around the child' to support children with special educational needs and/or disabilities. They regularly receive feedback from both professionals and parents regarding the positive work they undertake to ensure children feel valued and included. They work closely with the local authority to engage with as many schools as possible to share information regarding children's progress so far. Despite the recent poor turnout of schools at the last meeting, the nursery continues to explore ways of overcoming difficulties in information sharing and further enhance children's transition to school. There is a strong partnership with parents, and the nursery is proactive in ensuring

they are fully engaged and involved in the setting. An active 'parent partnership association' enables parents to put forward their ideas and suggest areas for improvement. A display board with 'This is what you have asked' and 'This is what we have done' demonstrates the nursery's commitment to ensuring parents' views are valued and respected. The nursery provides workshops for parents on health and safety initiatives; for example, a talk for parents on electrical safety within the home. The nursery also provide workshops on healthy eating, with some tips in how to disguise fruit and vegetables in different ways so that children eat their 'five a day'. These prove popular with parents and sessions are well attended, helping to further enhance children's health, safety and well-being.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	228911
Local authority	Birmingham
Inspection number	915314
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	31
Number of children on roll	22
Name of provider	Lindsey Michelle Smith
Date of previous inspection	25/05/2011
Telephone number	0121 311 1777

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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