

# Paintpots Nursery

Scout Drive, Newall Green, Manchester, M23 2SY

## Inspection date

Previous inspection date

28/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- The well-embedded key person system ensures that children form secure attachments with practitioners and promotes their independence and well-being.
- Practitioners have a good knowledge and understanding of the safeguarding and welfare requirements. As a result, children are safe and secure within this nursery.
- The nursery provides children with healthy and nutritious food during sociable mealtimes when practitioners sit with children to offer support.

### It is not yet good because

- There is currently no named practitioner responsible for behaviour management. Consequently, practitioners do not have a designated person to access support and advice from regarding positive behaviour management techniques.
- Arrangements for monitoring and performance management are not always focused on improving the quality of teaching. Consequently, this is variable across the nursery and practitioners do not always make the best use of resources and space. As a result, not all children are fully motivated and engaged.
- Strategies to engage parents to share information and promote learning at home are not always effective. Therefore, children are not always receiving continuity in the approach to supporting their progress.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation records of children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day of the inspection.

## Inspector

Suzanne Fenwick

## Full report

### Information about the setting

Paintpots Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in the Newall Green area of Manchester and is one of three nurseries owned and managed by Paint Pots Nursery (Manchester) Limited. The nursery serves the local area and is accessible to all children. It operates from a single storey purpose built building. Children have access to three main play areas and there is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, seven at level 3 and two at level 2. The nursery operates Monday to Friday, all year round except for a week during the Christmas period. Opening times are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- ensure there is a named practitioner responsible for behaviour management who is appropriately trained with the necessary skills to support other practitioners on behaviour issues
- improve arrangements for performance management and monitoring of practice to ensure these focus on improving the overall quality of teaching so that children are consistently challenged to learn more and are supported in making the best possible progress.

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

- improve strategies to engage parents to share information and promote learning at home to ensure that children are receiving continuity of learning
- guide practitioners in how to make the best use of resources and space, both in and outdoors, in order to provide good quality learning experiences for all children.

## Inspection judgements

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

Practitioners within this nursery have a suitable knowledge and understanding of the Early Years Foundation Stage. There are adequately resourced rooms, which are divided into areas containing activities and experiences to support children's learning. However, practitioners do not always make the best use of resources and space, both in and outdoors, to provide good quality learning experiences for all children. As a result, the needs of the youngest children are not always being fully met. For example, there is a lack of opportunity for babies to freely crawl and move around. Resources are clearly labelled and accessible to all children; as a result, they are being encouraged to make choices for themselves. For example, children enjoy the opportunity to experiment with different containers in the water tray. Children are well supervised by practitioners, who play with and alongside them. Practitioners know children well and generally understand how to enhance their play. However, there are inconsistencies in the quality of teaching. For example, some adult-led activities are too heavily directed at times to fully support children's free exploration and practitioners do not always use skilful questions to effectively enhance and extend children's learning experiences. Consequently, not all children are consistently supported to make good levels of progress. Other areas of supporting children's communication and language development are sound with practitioners modelling new vocabulary and sentences. The nursery is also rich in print and those children who have little or no vocabulary use signs and symbols to communicate with the practitioners.

Practitioners take responsibility for maintaining a 'development pack' for each child in their key group. This contains observations, planning and assessments of children throughout their time at the nursery. Practitioners carry out initial assessments which are gathered on entry, however, systems for involving parents in this are not yet effective. As a result, early information about what children can already do is not always being identified promptly. Ongoing assessments are carried out, which practitioners use effectively to get to know children's interests. However, they are less effective at responding to children's individual learning styles. As a result, activities planned are not always fully challenging and engaging to all children. There are different outdoor areas for all children to access throughout the session. The younger children enjoy time to water seeds which they have planted in their garden area. Children have the basic skills required for their next stage in learning and are supported by practitioners with a balance of child-initiated and adult-led activities. Practitioners prepare younger children to become ready for the move up to the next room by supporting their independence skills. For example, older babies are encouraged to feed themselves and are given the opportunity to explore and develop this skill.

Equality and diversity is suitably promoted as children play and learn in an inclusive environment. As a result, children are learning to respect each other and value difference. Practitioners are available at the beginning and end of every session to talk to parents regarding their child's achievements and care needs. The nursery holds parents evenings twice a year where parents are invited in to discuss their child's stage of learning and development with the key person. However, strategies for engaging parents to promote children's learning at home and to share in their child's learning experiences are not always successful.

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

Children share warm relationships with practitioners, who greet and welcome them and their parents into nursery, which ensures that children feel valued and cared for. Children demonstrate they have formed secure attachments with practitioners as they confidently explore the environment and they approach practitioners for a reassuring cuddle when they are upset. Transitions into this nursery are managed well. Children and their families are invited to settling-in sessions to ensure a gradual admission into nursery, which is adapted to meet the individual needs of each child. A key person system is in place to support children's emotional well-being while they familiarise themselves with their new surroundings. Parents state that they are happy with this nursery and feel that the practitioners are meeting their child's care needs. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. As a result, practitioners are able to support children's care needs on entry to this nursery. Links with local primary schools are established, as a result, practitioners are able to share information and support children with their transition to their next stage in learning.

Practitioners carry out daily checks and risk assessments of the indoor and outdoor environment to ensure children are safe as they play and explore. Practitioners are well-deployed and children are learning to keep themselves safe and develop control over their actions because of the sensitive reminders from practitioners. For example, they remind children to look after the resources and not to throw toys. However, there is currently no clearly identified practitioner specifically trained to guide and support other practitioners on how to effectively handle behaviour issues. Consequently, behaviour is not consistently well-managed throughout the nursery. In addition, some children are not always fully engaged with activities, which is occasionally reflected in their behaviour.

Children's health is suitably catered for. There are appropriate nappy changing arrangements in place and older children are being encouraged to be independent and manage their own personal care needs where appropriate. For example, practitioners support children to go independently to the toilet and wash their own hands thoroughly without needing to be prompted. The nursery provides children with healthy and nutritious food. Practitioners ensure that all mealtimes are sociable as they sit with children and support them. Practitioners are beginning to demonstrate the importance of healthy eating to children and are using this time well to talk to about the benefits of different foods which children are eating; therefore, children are developing a reasonable knowledge of different food choices. Children have open access in all weathers to the outdoor area where they have regular daily exercise and fresh air.

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

Practitioners demonstrate a sound awareness of how to safeguard children. They are aware of the possible indicators of abuse and how to respond appropriately should there

be a concern regarding the welfare of a child in their care. They are also very clear about the procedures they would follow if there were any allegations regarding the adults working on the premises. Policies and procedures are concise and known by all practitioners. The manager and deputy manager have attended appropriate safeguarding training for designated officers with the local authority and a recent team meeting has been used to update the knowledge of all practitioners. Risk assessments and daily checks of the nursery are thorough and accident recording and reporting procedures meet requirements which ensures that children are well-protected within a safe and secure environment. Qualified and experienced practitioners are effectively deployed throughout the nursery; as a result, children are constantly well supervised. There is a robust recruitment and selection process in place, which ensures a suitably experienced team has been appointed, who are adequately supported by the manager. Appropriate checks are carried out on all adults who work directly with children to ensure they are suitable. There is a clear induction procedure in place for new practitioners and students to ensure they are fully aware of their roles and responsibilities and which provides them with the relevant information required to support children's needs in the setting.

The manager has a sound knowledge of the Early Years Foundation Stage Framework and her responsibilities in meeting both the welfare requirements and the learning and development requirements. However, not all legal requirements of the Early Years Foundation Stage are fully met, particularly in relation to ensuring staff benefit from the advice and support of a named member of staff who is fully trained in behaviour management. This is also a requirement of both parts of the Childcare Register. Practitioners do benefit from staff meetings where new information and changes are discussed to ensure that all practitioners have an understanding of their role and responsibilities. They share new knowledge gained from attending training courses to support each other's continuing professional development. Quality of practice is monitored through annual appraisals, which highlight some areas for improvement in practice and possible training opportunities. The manager is responsible for monitoring and reviewing children's development packs to ensure they are up to date and that observations and assessments of children are accurate and reflect their age and stage of development. However, monitoring arrangements are not yet thorough enough to ensure that all practitioners are sufficiently supported in how to plan and provide children with consistent teaching approaches that meet all of children's individual learning needs. As a result, teaching is variable at times and children make satisfactory rather than good levels of progress. The manager has recently begun to carry out observations of the practitioners' work and is providing feedback to help address this. Self-evaluation is in place and provides an overview of the nursery's practice.

Practitioners understand that developing relationships with parents and other external agencies has a significant impact on children's learning and development and the care which they provide. Practitioners are beginning to build positive partnerships with parents through taking time each day to discuss their child's experience and care needs. However, strategies for involving parents in their child's learning both in the nursery and at home are not yet effective. The nursery operates an open door policy where parents are invited and welcomed into the nursery on a daily basis. Partnerships with local schools are established, as a result, the setting is able to adequately exchange information regarding children's learning and development to ensure there is a smooth transition for those

children moving on to full-time education.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner.(compulsory part of Childcare Register)
- ensure that children's behaviour is managed in a suitable manner.(voluntary part of Childcare Register)

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY469711
<b>Local authority</b>	Manchester
<b>Inspection number</b>	937524
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	70
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Paint Pots (Manchester) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07786447245

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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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