

Paintpots (Manchester) LTD

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

Inspection date	16/10/2014
Previous inspection date	29/11/2011

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

The quality and standards of the early years provision

This provision is good

- The key-person system is well-established and children have secure emotional attachments with staff. Staff implement robust safeguarding and child protection procedures, which ensures children are safe within the nursery.
- Strong partnerships with parents and other professionals are successful and help to maintain continuity of care and learning for the children. Staff provide parents with regular updates on children's progress.
- Staff support children well during play and have good teaching skills and a good understanding of the Early Years Foundation Stage. Staff use clear systems to assess children's stage of development and plan purposeful play, therefore all children make consistently good progress from their starting points.
- The management team monitors and evaluates the provision well and have made continuous improvement since the last inspection.

It is not yet outstanding because

- Children are not always able to select and choose their own resources during painting activities, which results in the occasional missed opportunity to develop their creativity and to express their own ideas.
- Staff do not always embrace opportunities for children to extend their understanding of the world around them to encourage them to develop a sense of their own immediate family.

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 all of the rooms and talked with the staff.
 - The inspector and manager conducted a joint observation.
 - The inspector took account of the views of parents, as recorded in written questionnaires and parents spoken to on the day.
 - The inspector reviewed the providers hardcopy self-evaluation form.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff members, and a range of other documentation, including the safeguarding procedures.

Inspector

Helen Gaze

Full report

Information about the setting

Paintpots (Manchester) LTD opened in 2007 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of a converted office building in the centre of Manchester. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 8am until 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for across five rooms and have access to an enclosed outdoor play area. There are currently 85 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently 19 staff working directly with the children, all of whom have an appropriate early years qualification. Eleven of the staff have appropriate qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- maximise opportunities for children to select resources during painting activities, to allow them to express their own ideas and develop their creativity even further
- develop the educational programmes to support children's understanding of the world around them, for example, by using more effective strategies to help children gain a sense of their own immediate families.

Inspection judgements

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

The nursery is welcoming, inviting and stimulating. Children enjoy engaging in purposeful play and make consistent progress from their starting points. This is because staff involve parents and other professionals well in children's learning, by keeping them well-informed. For example, staff use 'All about me' booklets to gather information from parents about children's current stage of development and their interests before they begin. As a result, children benefit from a range of activities that meet their individual needs. Staff use diaries to communicate with parents on a daily basis through social media and verbal discussions, which detail the activities children have taken part in and staff ensure a regular two-way-flow of information and children's next steps are shared. Staff observe children during play to help them to identify the progress they make and plan for their next steps in learning. Consequently, all children including those with special educational

needs and/or disabilities and children who speak English as an additional language receive the support they need. Staff have completed the required progress check for children between the ages of two-and-three years and share these with parents and other professionals. Staff make swift interventions and any gaps in children's learning are identified promptly. As a result, planning meets children's needs well.

Staff have a good awareness of the ways in which individual children learn best and they provide children with many opportunities to explore, investigate and to learn through first-hand experiences. For example, babies particularly enjoy exploring a range of natural materials and show delight in making repeated sounds with wooden and metal objects. This results in babies becoming active learners and develops their natural curiosity of the world around them as they lead their own play. Older children enjoy being imaginative as they play in the soil, pretending to dig and build. Children make good use of the resources and add shells, sand and diggers to the activity. Staff join in to build on children's self-directed play, making sure they encourage children to think and find ways to do things for themselves. For example, as children use their hands to transport sand to the soil it drops to the floor and staff ask, 'What are you going to do now?' Children swiftly find alternate ways to transport the sand. As a result, teaching effectively supports children with acquiring the skills they need for the next steps in their learning and ultimately for school. Staff demonstrate they know how to develop children's communication skills. All staff spend time talking with children and provide good levels of support, including those who speak English as an additional language. For example, staff develop children's vocabulary by teaching them the names of different objects at lunchtime to help children to identify the tools they need. As a result, children are supported very well in learning new words.

Children use a range of mark-making tools and have fun doing so on a larger scale as staff roll out paper across the floor and provide crayons and chalks. Older children paint pictures at an easel, supported by staff. However, during adult-led activities their creativity is sometimes restricted by the lack of accessible paints and resources. For example, staff engage children well with making marks with brushes, rollers and their hands to create their individual picture, but at times they do not always have opportunities to develop their creativity to the fullest potential. This is because resources are out of reach and staff manage the use of the materials. Children paint with one colour at a time, chosen by staff, and do not make choices about the colours and tools they wish to use to create their picture. Consequently, children are not always able to reflect their own ideas and express their creativity. Children have opportunity to explore the outdoors on a daily basis in the garden. They enjoy the fresh air and explore their natural environment as they look through the gate at the cars and people passing by. Consequently, children learn about the world around them.

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

Children are happy and settled at this inviting and welcoming nursery. This is because the key-person system is well-developed and staff know children well. Staff use their good knowledge to plan and support children developmentally and emotionally for their next stage in learning. Staff spend quality time with their individual key groups during island time, where staff support children through planned and purposeful activities. For example,

children feed and dress dolls to develop their independence skills. As a result, children are gaining the skills to be fully independent and are prepared for their next stage in learning. Children behave well because staff are calm and supportive in helping children to understand boundaries. They take the time to explain their expectations for sharing and continually emphasise this as children play. For example, staff say, 'Good sharing' when they observe a child give a toy to one of their friends. As a result, children play well together and develop close friendships with their peers. Staff promote children's confidence and self-esteem because they display children's art work and recent projects attractively in all the playrooms, making it personal to them. However, photographs of children's family members and relatives are not displayed to help them to have a sense of their own immediate family.

Children demonstrate they have a good understanding of how to keep themselves healthy. Staff promote good hygiene routines and encourage older children to take care of their own needs in preparation for their move to school. For example, children in the pre-school room independently wash their hands, help set up for lunch and serve their own food. Staff encourage younger children to feed themselves and toddlers practise pouring their drinks with support from staff. As a result, children develop their independence skills in relation to their age and stage of development and this prepares them well for future moves. Staff talk with children during mealtimes about the foods that are good for them and make links to earlier activities when they planted potatoes and carrots in the garden. As a result, children learn about the importance of healthily eating and learn about the world around them.

Children enjoy playing in the garden and develop their physical skills and strength as they use the slide and ride around on wheeled toys. They attend a weekly session with a sports coach that encourages them to be physically active. Babies enjoy the fresh air and exercise as they crawl around and explore under the protection of a covered area in the garden. Children learn to understand dangers and know how to manage risk to keep themselves and others safe. For example, staff help young children to climb the steps to the large slide, reminding them to only do this with the help of an adult. Children show they remember this guidance when they later take staff by the hand to help them to climb the steps. This demonstrates children develop their understanding of how to look after their own safety and are becoming responsible.

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

The management team understand how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, all recommendations from the last inspections have been addressed. Robust procedures are in place for safeguarding and staff implement them well throughout the nursery. All staff have received safeguarding training and the manager has attended a designated persons course to support her in her role as lead designated safeguarding officer. All staff have access to the information to support them in dealing with and identifying the different signs of abuse and neglect and know how to make a referral if they have a concern. There are clear recruitment and vetting processes in place to check staff's suitability to work with children.

Staff benefit from a thorough induction process and ongoing supervisions to support them in their role. For example, staff attend first-aid training to develop their knowledge of dealing with accidents and emergencies and parents attend to support them in dealing with accidents in the home. As a result, staff and parents work effectively in partnership to support children's safety and well-being.

The management team has a good understanding of their responsibility to carry out the learning and development requirements of the Early Years Foundation Stage. The staff team works well together and continually reflect on different aspects of their provision to help them to make further improvements. Since the last inspection, the management team have worked together to make changes to the way staff assess children's progress over time and have put stronger systems in place to share this information with parents. Staff collect parents' views through questionnaires and their ideas and suggestions are incorporated into development plans. This means that staff are effective in seeking and implementing parents' opinions about the service they provide. The management team have recently implemented systems to monitor teaching and learning to enhance the already good teaching practices of staff. They have accurate views of the quality of teaching and know what to do to improve it further. Staff reflect on their environment and constantly change the equipment to provide children with new opportunities that motivate and engage them.

The management and staff team work in partnership with other professionals to meet the needs of children who attend. Parents comment that they are pleased with the way that the nursery staff support their children, particularly those who have special educational needs and/or disabilities. Key-persons attend meetings with specialists and receive support in meeting children's individual needs, to ensure all children make good progress. Partnerships within the community are developing to grow children's understanding of the wider world. Children visit the library to take part in story time and have visited the local police and fire service to complement their interests in people and communities. The nursery hold different events to enhance the educational programmes and parents take part, which strengthens the partnerships even further. Staff receive support from the local authority and work with them to support free early education for two-, three- and four-year-old children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY356873
Local authority	Manchester
Inspection number	863476
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	81
Number of children on roll	85
Name of provider	Paint Pots (Manchester) Ltd
Date of previous inspection	29/11/2011
Telephone number	0161 2733211

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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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