

Paint Pot Day Nursery

2 Walmley Ash Road, Sutton Coldfield, West Midlands, B76 1HY

Inspection date

10/11/2014

Previous inspection date

09/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 manager and staff have a good understanding of safeguarding matters and refresh their knowledge through training, which ensures children are kept safe at all times. Staff help children to understand how to keep themselves safe and ensure there is a safe and secure environment. As a result, children are well-protected at nursery.
- Children make good progress as they have a positive enthusiasm for learning, as the quality of teaching is generally good. Staff know the children well and effectively use this knowledge to plan a wide range of stimulating activities.
- Effective partnerships with parents are securely in place. Information is regularly gathered and exchanged regarding children's individual needs, which enables staff to provide good support for each child.
- Staff are warm and caring and ensure there are positive relationships in place with children. They support children well, which ensures that children are confident, feel safe and make good progress.

It is not yet outstanding because

- Staff do not always make the most of group activities to extend children's understanding of the wider world through discussions about children's experiences so that they make even further progress.
- Children do not always have access to resources and toys that encourage them to extend their imaginary ideas further.

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 conducted a joint observation with the manager.
- The inspector observed activities indoors and the outside learning environment.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with the children and discussed self-evaluation with the providers.
- The inspector held meetings with the owner and manager of the nursery and spoke to staff and children during the inspection.

Inspector

Susan Rogers

Full report

Information about the setting

Paint Pot Day Nursery opened in 1987 on the Early Years Register and is one of two settings in the same private ownership. The nursery serves the local community and is situated in Sutton Coldfield, Birmingham. The nursery operates from four rooms within part of a large detached house. Children have access to an outdoor play area. The nursery is open 8am to 6pm, Monday to Friday, all year round. Children attend a variety of sessions each week. There are currently 35 children on roll, all of whom are in the early years age group. The nursery offers funded early education sessions for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. Eight staff work with the children and seven hold relevant early years qualifications to at least level 3, and one member of staff has a level 2 qualification. 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:

- extend children's creative ideas by increasing the availability of resources and toys, so that they are encouraged to think about imagined scenarios as they play alongside each other
- make the most of group activities to extend children's understanding of the wider world through discussions about children's experiences, so that they make even further progress.

Inspection judgements

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

Children make good progress as there is an interesting range of well planned activities that ensure they enjoy their learning. Staff have a secure knowledge of how to effectively promote children's learning and plan challenging activities and the quality of teaching is generally good. This encourages children to actively participate and sustains their interest as they play and learn. Staff make regular observations of children's activities and plan challenging activities to support the next steps in their development. They focus closely on children's interests and preferences and identify any gaps in children's learning. Parents add their own observations of their children's progress at home which provides a fuller picture of their overall learning. Staff effectively support parents as they continue with their children's learning when they return home through the use of regular discussions and contact sheets. Children's mathematical skills are well promoted as staff use all available opportunities to promote their understanding of number and position. Staff encourage children to count how many plates are needed at lunchtime. Children enjoy playing with

small wooden dolls that fit inside each other. Staff encourage children to confidently manage handling small pieces of play equipment and understand the concept of fitting smaller dolls inside larger ones. Children's understanding of number is well promoted during team games as they use large dice to decide how many jumps to take. This encourages them to count accurately, take turns and recognise numbers. Children communicate well and discuss activities between themselves and staff. Children who speak English as an additional language are supported effectively as staff make sure they support their understanding of English. Children enthusiastically become involved in devising solutions to problems in an activity that includes building blocks and small world people. Staff ask questions and build on what children know, which further encourages children's curiosity. However, staff do not always make the most of children's individual experiences to extend discussions during activities to help further their understanding of the world around them.

Children thoroughly enjoy musical activities and follow the beat of the music with percussion instruments. They remember the words of the songs they have learned and match movements to music. This extends their confidence and provides a lively opportunity for the more reserved children to join in and make the most of their skills. Younger children and babies develop their skills as staff stay on the floor with them and maintain plenty of eye contact, communication and cuddles. They model language so even the younger children are recognising words and mimicking what staff say to them. Staff arrange the room carefully so that babies are encouraged to explore and be adventurous. Children are very familiar with the well-planned routines of the sessions. When they hear music that signals the end of the sessions this encourages them to tidy away activities. They are enthusiastic learners and eagerly join in with activities.

Children's curiosity is nurtured as interesting resources and materials are available to inspire their critical thinking skills. Children investigate padlocks and magnets which help them understand cause and effect. Unusual materials that include polystyrene shapes encourage older children to extend their creative ideas. However, children do not always have access to resources and toys that encourage them to extend their imaginary ideas further. Outdoor play is made available each day so that children can explore a larger area and extend their physical skills. They enjoy digging in a muddy area and taking care of the vegetable patch. Staff organise team games for the older children which helps them understand how to share and take turns. These activities provide children with many of the skills needed to prepare them for their move into school and the next stage in their learning. Children learn about the wider world when they visit the local library and collect natural resources, such as, conkers, leaves and fir cones from nearby trees.

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

Children settle well at the nursery as staff sensitively gather information about children before they start. They become more confident in their new surroundings due to well managed settling-in visits. Key persons know the children and their families well and work together effectively so that they securely meet children's individual needs. Close and trusting relationships develop between staff and the children who ensure that children feel

safe and secure. Children settle happily into the friendly and welcoming environment and are happy and eager to learn. Children are starting to form friendships with other children and readily include them in their play. They behave well and consider the needs of others by sharing and helping one another. They happily take turns during group activities and outdoor games. They are encouraged to say please and thank you, especially at mealtimes. Staff support children's understanding of acceptable behaviour by providing clear and consistent guidance and explanations. Staff are mindful of children's safety and supervise children as they play and explore. They encourage children to think about their own safety but also to enjoy the challenge of climbing and taking responsibility. Stairs and steps in the premises enable most of the children to negotiate these skilfully and gain further independence and confidence. Swimming lessons at a local primary school encourage children to enjoy physical exercise. This promotes their understanding of how to keep themselves safe and enjoy a healthy lifestyle.

Children enjoy taking responsibility in nursery and help to clear away toys before lunchtime and lay the table with cutlery before meals. Children have regular access to the outdoors where they enjoy using challenging physical play equipment. This encourages children to learn how fresh air and physical exercise can be part of a healthy lifestyle. Mealtimes are a relaxed and leisurely experience for children. Meals are cooked daily on the premises and are carefully planned to provide children with a nutritious variety of food that meets their needs. Staff make good use of furniture and equipment to provide safe and child friendly areas. Children enjoy a quiet and undisturbed sleep whenever they wish. Babies have a designated sleep room available where they are carefully monitored by staff to ensure they are safe and secure. Children are familiar with the nursery routines and happily wash their hands before they eat. Older children have free access to the bathrooms which promotes their independence and confidence. They help themselves to water from their named water bottle during the session and serve themselves snacks at snack time. Staff work closely with several local schools and prepare children for their move to school.

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

Staff have a clear understanding of how to safeguard children which means they know how to respond if there are any concerns regarding children's care. Leaders and managers are clear about their role and responsibilities to meet legal requirements, and all necessary policies and procedures are in place. Staff recruitment is robust, makes sure that all staff are suitable for their role and all staff have a Disclosure and Barring Service check in place. Staff professional development is supported well with some staff working towards additional qualifications that further their skills and knowledge. This results in a well-qualified staff team that are enthusiastic, well-motivated and support children's all round development and learning.

The educational programme is closely monitored by senior managers, who ensure that children's individual learning needs are clearly identified and that plans for progression are well targeted. There is a clear evaluation of the strengths and weaknesses through

reflection and participation in a local authority quality assurance programme. This has driven forward purposeful improvement that has included input from all staff. Parents and children are also regularly consulted about how closely the nursery meets their needs. Staff meet regularly as a team to discuss what is being done well in nursery and what needs to improve. Staff observe each other's practice and use this to identify each other's weaknesses and strengths. Staff appraisals and supervision sessions ensure that managers have a clear understanding of their strengths so that their training needs are identified and supported.

Strong links are in place with local schools where children will transfer. Staff are skilled at passing on information regarding children's stages of development to their new teachers. These links are further strengthened as teachers are welcomed into the nursery to meet the children they will eventually teach. Regular visits to a local school for swimming sessions enable the children who will move there to become familiar with the school environment. Managers have commenced sharing positive practice with other settings and regularly network with other managers through the local authority network meetings. Staff access regular training opportunities where they meet staff from other settings and share positive practice and ideas. Partnerships with parents is good, as parents are well informed of their children's progress and daily activities, for example, the manager makes sure she is available to meet and greet parents. The main policies and planning is displayed and others are available in a file. Parents spoken to think highly of the nursery, for example and state their children always seem happy and eager to tell you what they have been doing.

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	228919
Local authority	Birmingham
Inspection number	864413
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	35
Name of provider	Lindsey Michelle Smith
Date of previous inspection	09/09/2011
Telephone number	0121 351 3835

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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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