

Little Paint Pot Nursery

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



Inspection date

6 July 2016

Previous inspection date

1 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is well qualified and passionate about providing every child and their family with a good quality provision. She is dedicated and committed to raising outcomes for children and is working hard to ensure continuous improvement.
- Children's health is promoted well and they have excellent opportunities to be physically active. They take part in a wide range of dancing and music activities. Children benefit from a stimulating outdoor area where they freely explore, investigate the natural world and play a range of physical games.
- Children are very settled and secure. Staff are kind and caring. They speak sensitively to children and respect their views and opinions. Children's behaviour is good. There are clear expectations and boundaries in place. Children learn to share and take turns. This helps children to play cooperatively with their friends.
- Partnerships with parents are good. Staff share information daily about all aspects of children's care and learning. Parents are given ideas of how to contribute to children's learning at home.
- The manager uses strong methods to evaluate the provision. She gains views from parents and children and takes on board feedback from external evaluation audits. The manager uses focus improvements plans well to build on and extend the provision.

It is not yet outstanding because:

- The manager completes supervision meetings and observations of staff's practice. However, she has not yet found further ways for more experienced staff to share their expertise that help raise the quality of teaching to outstanding.
- Individual children's learning is not always meticulously planned for. Information from observations is, sometimes, not used effectively to identify specific next steps for older and most-able children's learning.

What the setting needs to do to improve further

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

- enhance the system for performance management and look into further ways for staff to share their expertise with each other, helping all of them develop first-rate teaching skills
- use information gained from assessments to plan even more precisely, providing older and most-able children with even more challenging opportunities to make more rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is good

The manager has an excellent understanding of her responsibilities and she has made significant improvements since the last inspection. She works hard with the staff team to ensure all children are provided with a safe, secure and stimulating environment. The arrangements for safeguarding are effective. All staff have a strong knowledge of their responsibilities to protect children from harm. They complete regular training and detailed policies and procedures are very well implemented to support their practice. Rigorous induction processes are in place, helping new staff to quickly gain a good understanding of their roles. The manager monitors the educational programmes and children's progress. She ensures any gaps in children's learning are swiftly identified and targeted support is put in place. This helps support all children to reach their full potential.

Quality of teaching, learning and assessment is good

Staff are well qualified and their teaching skills are good. They know the children well and provide a range of activities that support children to, generally, build on what they know and can do. Children are happily engaged in a range of experiences that promotes all aspects of their learning. They enjoy exploring the outdoors and excitedly talk about the bugs they can see. Staff facilitate children's learning effectively through asking questions and listening and responding to their ideas. Children enjoy playing in the mud kitchen. Staff's interactions inspire children to use their imagination and lead their own learning. For example, children excitedly decide what tools and equipment they will need to collect their ingredients to make their cakes. Staff skilfully support children's communication and language skills. They talk to children and model and repeat words to extend younger children's emerging language.

Personal development, behaviour and welfare are good

Children's physical, emotional and social well-being are promoted effectively. They are happy, self-assured and build trusting relationships with their key person. Children settle quickly and develop confidence ready for learning because key persons help them to feel secure. Staff tailor experiences based on the individual needs of the child and their care needs are met well. Staff complete games and activities with children to help them gain an awareness of their own safety. For example, older children enjoy completing computer programs, helping to teach the basics about internet safety.

Outcomes for children are good

All children make good progress and are gaining the skills needed for their future learning and their move on to school. Children develop their writing skills as they have many opportunities to make marks using a range of writing tools. Older children excitedly show they can write their name. Children count confidently in their play and are beginning to group and position objects as they further develop their mathematical skills. Children are independent and they confidently move around the nursery with ease. They demonstrate good balance and coordination skills. Older children skilfully use the bats and balls and younger children climb the steps of the slide.

Setting details

Unique reference number	228911
Local authority	Birmingham
Inspection number	1028450
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	27
Number of children on roll	29
Name of registered person	Lindsey Michelle Smith
Registered person unique reference number	RP511401
Date of previous inspection	1 August 2013
Telephone number	0121 311 1777

Little Paint Pot Nursery was registered in 1993. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications, two at level 6, one at level 5 and three at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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