

Paintpots (Manchester) LTD



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

Inspection date	9 January 2018
Previous inspection date	16 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management team and staff share the same vision of good-quality childcare and regularly evaluate the service they provide. The newly appointed manager has clearly identified areas she would like to improve and is committed to developing the nursery.
- The quality of teaching is good. Staff understand the early years foundation stage and plan activities which directly link to children's natural interests. Children are engaged in learning and make good progress in their learning and development.
- There is an effective key-person system in place. Children have made strong attachments with staff. Children are well supported by staff as they settle into the nursery and move throughout rooms as they get older.
- Staff are positive role models. They understand children's needs, promote positive behaviour and offer consistent praise to children. Children are settled and enjoy taking part in routines. Children's behaviour is good.
- Children who speak English as an additional language are supported well. Some staff are bilingual and staff work closely with parents to support children with their English and their home language.

It is not yet outstanding because:

- Detailed information about what children already know and can do at home is not gained from parents when children first start at the setting.
- Processes for monitoring staff do not clearly identify areas in which staff can continually improve their practice.

What the setting needs to do to improve further

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

- seek information from parents about children's development and learning when children first start at the nursery, so that information can be used to identify starting points sooner
- improve the support and coaching opportunities given to staff, so that they can continue to enhance their knowledge.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff, children, the management team and the provider during the inspection.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, staff training certificates and processes for evaluating the nursery provision.
- The inspector took account of the views of parents through written feedback comments.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about appropriate procedures they must follow and are vigilant in their practice. Staff work together to identify areas for improvement. For example, they evaluate their room to identify ways in which they can develop the environment. Staff undertake effective risk assessments throughout the nursery. Staff are supported well by the management team. For example, they complete inductions, attend staff meetings and take part in supervision meetings. Training is targeted and has a direct impact on children. For example, staff have recently undertaken training to help older children with their literacy skills. The management team tracks children's progress to make sure that any gaps in children's learning are quickly addressed. Partnerships with other professionals are in place. For example, staff invite teachers into the nursery as children prepare to leave for school.

Quality of teaching, learning and assessment is good

Staff observe children as they play, to identify their developmental stage. They identify children's next steps in learning and plan interesting activities which support children to develop skills in all areas of learning. For example, babies enjoy sensory play as they play in water, toddlers enjoy pretend play as they use sand to make a chocolate cake and pre-school children enjoy making marks and exploring the different letters in their name. Staff are enthusiastic and support children's language skills well. For example, they use repetitive words with younger children and ask older children a range of questions which supports their thinking skills. Parents are involved in children's learning. They exchange information in daily diaries and are encouraged to continue with activities at home which complement children's learning at nursery.

Personal development, behaviour and welfare are good

The nursery has a friendly feel where children and families are warmly welcomed. Staff understand children's individual care needs well. For example, staff are quick to reassure children if they become a little unsettled. Staff discuss children's needs with parents, which helps to provide a consistency of care. Staff are good role models and teach children to use their manners and consider the feelings of others. For example, staff encourage children to share resources and take turns. Healthy lifestyles are promoted through a menu of healthy meals, daily access to the outdoors and outings in the local environment. Children learn about the wider world. For example, every month the nursery focuses on a country from around the world. Children explore customs of the country and enjoy food tasting with popular dishes from around the world.

Outcomes for children are good

All children are progressing well from their individual starting points. They are active, confident learners who are engaged in learning and the environment around them. They are building relationships with others and are learning the key skills they will need for future learning.

Setting details

Unique reference number	EY356873
Local authority	Manchester
Inspection number	1120478
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	81
Number of children on roll	55
Name of registered person	Paint Pots (Manchester) Ltd
Registered person unique reference number	RP527057
Date of previous inspection	16 October 2014
Telephone number	0161 2733211

Paintpots (Manchester) LTD registered in 2007. The nursery employs 14 members of childcare staff. Of these, 10 hold recognised early years qualifications at level 3 and four hold qualifications at level 5 and above, including one who holds qualified teacher status. The nursery opens from 8am to 6pm on Monday to Friday, all year round, except for bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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