

Paint Pots Old School House Day Nursery

73 School Lane, Hartford, NORTHWICH, Cheshire, CW8 1PF



Inspection date

25 January 2018

Previous inspection date

4 December 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 new manager is passionate about her role and has a clear vision about how to develop the nursery further. In the short space of time she has been in the post she has worked hard to help maintain the good standards of teaching and care.
- The manager effectively oversees children's learning and development alongside other staff. They work together to identify ways to accelerate aspects of children's learning further, such as their speaking skills.
- Staff provide a wide range of opportunities for children to learn about their community, different cultures and the professions of others. For example, they take them on outings in the local area and invite scientists to teach children how to do experiments.
- Children have a strong bond with their key person. The care of babies is a key strength of this nursery. Staff are very sensitive to the needs of the youngest children.
- Staff's interaction with children is strong. For example, they maintain eye contact with children, provide a commentary on their play and repeat the sounds that babies make.

It is not yet outstanding because:

- The monitoring of staff practice is not robust enough to help raise the quality of teaching to an exceptional level, specifically to better support children's engagement in group times.
- Staff do not share detailed enough information with parents about how to support their children's learning at home. Also, they do not fully encourage all parents to share information about their children's learning outside of the nursery.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff teaching to help raise the quality to an outstanding level and identify ways to better support children's engagement at group times
- build on the information shared with parents to help them fully understand ways to guide their children's learning at home and encourage them to share even more information about their children's achievements from home.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke with the manager and provider. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The evaluation of the nursery is good. Staff have made effective use of the advice given by other professionals. They have used this to help create stimulating environments in all rooms across the nursery to help address the recommendation from the last inspection. Safeguarding is effective. Safer recruitment procedures are effective to help check the suitability of staff working in the nursery. All staff are knowledgeable about the procedures to report concerns about children's welfare. The nursery is a safe environment for children. The manager carefully plans how to use additional funding for children to help quickly narrow gaps in their development.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities based on children's interests. Teaching helps children to achieve their next steps in learning. In the 'baby bears' room, staff promote babies' exploration well. For example, they use a colour changing light to capture their interest. Babies are fascinated and watch the light as it changes colour. In the 'tiny tigers' room, staff support older babies to become confident communicators. For instance, they sing songs together with children to encourage them to make sounds and learn new words. Staff extend children's play well. In the 'jolly giraffes' room, they demonstrate to older children how to make sounds with instruments. Staff effectively promote children's already vivid imaginations, such as making magic potions using sand.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff encourage them to follow the rules of the nursery. Children take turns and share toys. Staff effectively promote children's healthy lifestyles well. They encourage them to be active outside and develop their physical and expressive skills. For instance, children from the pre-school room learn how to move in different ways. Staff have high expectations of children's independence which they promote from a young age. In the 'busy bees' room, toddlers feed themselves using a knife and fork. Older children learn how to manage risks and use tools safely with the support of staff. They hold hammers correctly to tap in small nails into a corkboard.

Outcomes for children are good

All children make good progress. Babies develop their physical skills well. They can reach and grasp for toys and roll over. Older babies are developing good mark-making skills from a young age. They clamber into the sand and use tools to make marks in the sand. Toddlers are developing a strong awareness of time. They understand what events will happen next in the daily routine. Older children recognise different feelings. They explain how they are feeling and why they feel this way. Children in the pre-school room have good early reading skills. They repeat phrases and finish sentences from familiar books.

Setting details

Unique reference number	EY333013
Local authority	Cheshire West and Chester
Inspection number	1104478
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 - 4
Total number of places	100
Number of children on roll	92
Name of registered person	The Old School House Day Nursery (Hartford) Ltd
Registered person unique reference number	RP526203
Date of previous inspection	4 December 2014
Telephone number	01606783050

Paint Pots Old School House Day Nursery registered in 2006. The provider employs 22 members of childcare staff. All hold appropriate early years qualifications at level 2 or above, including the manager who holds early years professional status. The nursery opens from Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and one week at Christmas. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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